USING PICTURE SERIES TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE 8th GRADE STUDENTS OF SMPN 3 KARANGPANDAN

THESIS

Submitted as a Partial Requirement for the Undergraduate Degree in English Language Education

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DEDICATION

In the name of Alloh, the Most Beneficient, and the Most Merciful.
No God but Alloh and Muhammad is His Messenger

I dedicate this thesis to:

My Lovely Father and Mother

My Lovely Sisters and Brother

My Lovely Grandmothers

My Great Family

My soulsister PEARL'S

Thank you for the love, support, motivation, patience, pray, and understanding.

MOTTO

“ There no mistake in life, only lessons. There is no such thing as a negative experience, only opportunities to grow, learn and advance along the road of self-mastery. From struggle comes strength. Even pain can be a wonderful teacher”.

“ Tidak ada kesalahan dalam kehidupan, yang ada hanyalah pelajaran. Tidakada yang namanya pengalaman buruk yang ada hanyalah kesempatan untuk berkembang, belajar dan berlatih untuk diri sendiri. Dari perjuangan menjadi kekuatan, bahkan luka dapat menjadi guru yang hebat”

-Robin Sharma

PRONOUNCEMENT

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I hereby declare that the *Thesis* above is my own original work and writing by myself carried out as parts of the requirements accomplish a Undergraduate Degree in English Education Department in Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta (IAIN Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for the thesis have been fully and properly cited. It contains no material which has been accepted for the award of any other degree previously submitted in IAIN Surakarta or any other institute, nor it been submitted as part of requirements for the degree except as fully acknowledged within the text.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 1th February 2019

The Researcher

Putri Wimanda Cahyaningrum

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ABSTRACT

Putri Wimanda Cahyaningrum. 2019.*"Using of Picture Series to Improve Students' Ability in Speaking Skill at the 8th Grade Students of SMP N 3 Karangpandan in The Academic year of 2017/2018".*Thesis: English Language Education, Cultures and Languages Faculty, State Islamic Institute of Surakarta.

Advisor : Dr. Yusti Arini, M.Pd

Keywords : Picture Series, Speaking Skill, Classroom Action Research.

The research is a classroom action research using picture series to improve students' ability for eighth grade student of SMPN 3 Karangpandan in the academic year 2017/2018. The objective of this research is to find out whether using of Picture Series can improve the students' speaking skill is conducted.

This research was conducted in two cycles. The subjects of this research were 35 students of class VIII A of SMPN 3 Karangpandan. The researcher uses purposive sampling. The data were quantitative. The data were obtained from test (pre-test and post-test). The actions implemented in this research were using picture series in teaching and learning process of speaking, implementing picture-series activities, giving feedback to students' performances, giving handouts as daily materials and rewards the active students.

The finding of this research is Picture Series can improve the students' speaking skill at the eighth grade of SMPN 3 Karangpandan. It is clearly shown by the increase of the mean score of the test. The student's mean score increased from 79.1 in the post – test 1 up to 87.3 in the post-test 2. The increasing of the means core was 5.72.

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CHAPTER I

INTRODUCTION

A. Background of the study

English as a foreign language is not only used as communication and maintaining relationship with other nations, but also as a subject learned at school. There are four skills that should be mastered by the students, they are listening, speaking, reading, and writing (Ramelan, 1992:3). It is divided into two, receptive skill for listening and reading and productive skill for writing and speaking. Learning speaking is very important part in learning language. Students often think that the ability to speak is the product of language learning, but speaking is also a crucial part of the language learning process. There are five types of speaking skill performance, such as imitative, insensitive, responsive, interactive, and extensive. Those five types of performance apply to the kinds of oral production that students are expected to carry out in the classroom.

According to Levelt (1995: 1), speaking is one of man's most complex skills. It is a skill which is unique to our species. It is the skill by which learners are frequently judge, as success learners or not. Thus, being able to use the language becomes the aim of foreign language teaching. That is become the reason why speaking is important in learning foreign language.

Knowing that speaking is an important aspect, it should be taught to the students to make them master the speaking as many as possible. The

speaking skill should be known, understood, mastered, memorized and applied in the appropriate context. In the school, the teacher teaches the speaking skill by giving the text of dialog or translates the difficult words that the students face. In that condition, the students know the new vocabulary, but they easily forget the vocabulary later. They just know the new vocabulary; they do not understand, master or memorize it. This case makes the students have the low vocabulary mastery and difficult to speak English.

However mastering speaking skill is not an easy task for the students. It is proved from the observation done by the researcher in SMP N 3 Karangpandan to the eighth grade students in the academic year of 2016/ 2017, they can speak fluently and fell worried to specch in publish. According to Van Duzer , students' speaking skill and their speech habit have an impact on the success of any exchange. Students, as the speaker, have to be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage other elememts such as rephrasing, providing feed back, turn – taking, or redicting. The speaker must know the usual pattern that such interaction follows and accesses the knowledge as the exchange progresses. They must also choose the corect vocabulary to describe things on that topic, rephrase or emphasize words to clarify the description, and use appropriate facial expressions. Based on the observation, the researcher found that students face some obstacles in mastering vocabulary. It can be seen from their responses when the

researcher asks the simple thing as the greeting in the class. The students are silent and do not answer the questions. Students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate while others speak very little or not at al. Students who share the same mother tongue tend to use it because it is easier and because they feel less exposed if they speak their mother tongue. According to the Brown (2004) there are many problems in English speaking for students, recall the vocabulary, they have a luck no idea, difficult to express theirs self. Students a luck with no idea even the teacher asked them to come in front of class and retelling or practice speaking.

One of the most difficult aspect of language learning for the teacher is to help the students learn to talk in the foreign language. Students are ususally faced by some problems in learning speaking. They are not conversant with spoke English. These are some problems with the speaking activities wich are faced by the students, inhibition, nothing to say, low or uneven participation, mother tongue use. Based on those problems faced by the students, teacher must have and set some techniques, teaching media, and good preparation to overcome those problems and create interesting atmosphere in the class. The interesting atmosphare in the class can encourage students to speak or do the speaking tasks. In this case the researcher will take picture in teaching speaking,

because through picture students can see person, place and thing directly. The use of picture are more efficient and practice than word, they easier to recall and remember than words, further more they expose real life situation although it happen a longtime ago.

Picture is one of the many media to teach story retelling. Pictures are an art form using a series of static images in fixed sequence. Using Picture Series as a means for teaching speaking can be very pleasing and interesting for the students. By using English comics students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The researcher hopes that with the use of English comics they will be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes. Wright (1989: 2) states that the pictures are the teaching aids which are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences the teachers must help the students to cope with.

According to Wright (1989: 17), the roles of pictures in speaking and writing are as follows: 1) picture can motivate the students and make him or her want to pay attention and want to take part, 2) pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train), 3) pictures can be described as an objective way (‘this is a train’) or interpreted (‘it’s probably a local train’) or responded to

subjectively ('I like traveling by train.'), 4) pictures can cue responses to questions or cue substitutions through controlled practice and 5) pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

Based on the explanation above, the researcher intends to conduct a research entitled ***Using Picture Series to Improve Students' Ability in Speaking Skill at the 8th Grade of Smpn 3 Karangpandan"***

B. Identification of Problem

Based on the explanation above, some problems which are found in the school are:

1. The students have lack of speaking skill.
2. The students have difficulty to speak English .
3. The students are not interested with the model of teaching used in learning English.
4. Model of teaching that the teacher applies influences the students' speaking skill.
5. There is possibility that Picture Series in story telling as the new model of teaching influences the students' speaking skill.
6. There is possibility that the students' speaking skill taught by Picture series are different from those taught by Memorization Learning Model.

C. Limitation of Problem

In order to avoid any misinterpretation of the problem, the researcher would like to limit the scope of the study. The researcher limits the problem only to identify implementing of a new model, Picture Series to teach speaking skill for the eighth grade students of SMP N 3 Karangpandan. The result of this research will show Picture Series is implement or not to teach speaking skill.

The researcher chose SMP N 3 Karangpandan because in there the student's speaking was very poor including to vocab, fluency, and grammar. The students feel worry when the teacher asks them to speak up. They only memorize the word and speak not fluently. The teacher also used the bored media, like memorized word or dialog. The students only speak depend on the text, they not creative.

The researcher need a creative and enjoyable method in teach speaking. Pictures as media of teaching are the best-known sensory aids. Visualization is necessary for younger students because "most activities for the young learners should include movement and involve the senses. Showing pictures on the board the teacher can also ensure that the students understand the meaning of a word. Because it was new for students, they would interest when study English.

D. Problem Statement

Based on the background of the study and limitation mentioned above the problem of this study is formulated in the following question "How using Picture Series improve the students speaking skill at the 8th grade students of SMP N 3 Karangpandan?"

E. Objective of Study

The objective of this research is to find out whether using of Picture Series can improve the student's speaking skill at the 8th grade of SMPN 3 Karangpandan in the academic year 2017/2018.

F. Benefit of Study

The study about the use of Picture Series in teaching speaking skill hopefully will give contribution to English teaching and learning, they are:

1. Theoretical Benefit

   This research will enrich the media of teaching and learning English and also to contribute the development of knowledge in teaching and learning English.

2. Practical Benefit

   The significances of the research are hopefully used for:

   a. The Researcher

The result of the study will answer the questions which are the basic of conducting this study.

b. The Students

It is hoped that the students can improve their speaking skill through Picture Series and develop their English skill.

c. The Teacher

The teacher can use the result of the study as a feedback on teaching activities and they will increase their performance in teaching program well. This study also gives contribution to the English teacher in the use of Picture Series as a speaking skill teaching model to improve students' speaking skill, and also to improve the result of teaching speaking.

G. Definition of Key Terms

This is a research entitled "Using Picture Series to Improve The Students' Skill At The 8th Grade Students Of SMP N 3 Karangpandan" The researcher gives the definition of key terms to avoid misunderstanding.

1. Classroom Action Research

Classroom Action Research (CAR) is a systematic inquiry with the goal of informing practice in particular situation (Angelo and Cross, 1993:1). It means that classroom action research is a way for

instructors or teachers to discover what works best in their own classroom situation, thus allowing informed decision about teaching. Furthermore, Corey (1993:1) defined action research as the process through which practitioners study their own practice to solve their personal practical problems.

2. Picture Series

Wright (1989: 2) states that the pictures are the teaching aids which are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences the teachers must help the students to cope with.

3. Teaching

Brown (1980:7) teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand

4. Speaking Skill

According to Levelt (1995: 1), speaking is one of man's most complex skills. It is a skill which is unique to our species. It is the skill by which learners are frequently judge, as success learners or not. Thus, being able to use the language becomes the aim of foreign language teaching.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Concept of Speaking Skill

According to (Thomburry, 2005 : 11) states that speaking is so much a part of daily life that we take it for granted. He also says that speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. He adds that speaking represent a real challenge to most language learners.

Skehan (in Ellis, 2003 : 108) states that speaking is possible because of the way language is represent. Meanwhile, Brown (1993: 140) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers' listening skill, which necessarily compromise the reliability and validity of an oral production test. When we speak to other person, there will be a relationship. The relationship it our self is communication. Speaking is what we say to what we see. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

Furthermore, Wilson (1983:5) defines speaking is development of the relationship between speaker and listener. In addition speaking determining which logical linguistic psychological a physical rules should be applied in a given co situation. It means that the main objective of speaking is for communication.

It can be concluded that speaking skill is the students' skill in expressing their ideas orally which is represented by the scores of speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is interaction between two sides person, there will be a relationship. The relationship itself is communication.

a. Type of Speaking

Brown (2004:141) shows that oral skill can be related to five areas, namely:

1) Imitative

At one end of a continuum of types performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation" , no inferences are made about the test-

taker's ability to understand or convey meaning or to participate conversation.

2) Intensive

A second type of speaking frequently employed in assessment context in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonologically relationship (such as prosodic elements-intonations, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, oral questionnaires, pictures-cued tasks, and translation up o the simple sentence level.

3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or to follow-up question and answer,

giving instructions and directions, paraphrasing, and TSE (Test of Spoken English).

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchange and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak on casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversations. The examples of interactive speaking are interview, role-play, discussions and conversations, games, and Oral Proficiency Interview (OPI).

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal or extensive tasks, but we cannot rule out certain informal

monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

It can be conclude that in study speaking students need some skills, they should be master in grammar, a word or vocabulary, how to make a sentence and phrase. In speaking students also can make an interaction with other people, analyzed the information, and understanding the maintaining social relationship.

b. Micro Skill of Speaking

Here is some of micro-skill in speaking. Based on Brown (2001:272) in Priamarfyana Hadiningrum(2014) here is micro skill of oral communication:

1) Product chunks of language of different lengths.
2) Orally produce differences among the English phonemes and allophonic variants
3) Produce English stress patterns,word in stressed and unstressed positions, rhythmic, and into national contours.
4) Produced reduced forms of words and phrases.
5) Use an adequate number of lexical units (word) in order to accomplish pragmatic purposes.
6) Product fluent speech at different rates of delivery.

7) Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8) Use grammatical word classes(noun, verb, etc), system (e.g., tense agreement, pluralization), word order, patterns, rules and elliptical form.
9) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups and sentences.
10) Express a particular meaning in different grammatical forms.
11) Use cohesive devices in spoken discourse.

It can be conclude that micro skill of speaking is the oral production, analyzed the grammar, vocabulary, pragmatic purpose, patterns, rules, word order and phonemes. The study of how the students product the sound, practice speech and understanding the communication with other.

c. Macro Skill of Speaking

Brown (2001:273) mentions macro skill speaking as follows:

1) Accomplish appropriately communicative function according to situations, participants, and goal.
2) Use appropriate registers, implicate, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
3) Convey links and connections between events and communicate such relations as main idea, supporting idea, new

information, given information, generalization, and exemplification.

4) Use facial features, kinesics body language, and other nonverbal cues along with verbal language to convey meanings.
5) Develop and sue battery of speaking strategic, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

From the definition above, it can be concluded that the indicators of speaking such as: produce English stress patterns, words stressed and unstressed positions, rhythmic structure, and intonation contours, produced reduced forms of words and phrases, use grammatical words classes (noun, verbs, etc), system tense, agreement, pluralization), word order, patterns, rules, and elliptical forms, use appropriate style, registers, implicate, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations, convey facial features, kinesics body language, and other nonverbal cues along with verbal language.

Nunan (1998:26) states implies spoken language consist of short, often fragmentary utterances, in a range of pronunciations. There is often great deal of repetition and overlap between one speaker and another, and speakers frequently use non-specific references. Characteristics of a successful speaking activity which include learner talk a lot, participation is even, motivation is high, and language is on the acceptable level. Each characteristic is explained as follows (Ur, 1996:120):

1) Learners talk a lot
2) The learners can talk as much as possible. In fact, the period of time allotted to the activity is occupied by learners talk.
3) Participation is even
4) Classroom discussion is not dominated by minority talkative participants, it means that all members get chance to speak and distribute the contributions fairly.
5) Motivation is high

   Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

6) Language is of an acceptable level

   Learners express themselves in utterances that are relevant, easily, comprehensible to each other, and acceptable level of language accuracy. Speaking is the ability to use the

language in ordinary way by speech. It is not only matter of transferring some messages to other person but is also communication, which needs more than one person to communicate with.

When people speak, they construct ideas in words, express their perception their feelings and their attentions, so that interlocutors grasp meaning what the speaker mean. If the learner does not have speaking skill. Does not understand the English words that saying by the speaker, does not acknowledge the language they cannot grasp meaning of the speaker mean. In that condition, they cannot be said success in learning English, because they did not have a meaningful interaction of English conversation. So, for people who want to speak English well, besides learning the knowledge of the language, they need to practice it. Because it is impossible to be able speak English without practice it.

d. Teaching Speaking

What is meant by teaching speaking according to Hay riye Kayi (2014:1-2) is to:

1) Produce the English speech sounds and sounds patterns.
2) Use words sentence stress, intonation pattern and the rhythm of the second language.

3) Select appropriate words and sentence according to the proper social setting, audience, situation, and subject matter.
4) Use language as a means of expressing values and judgments
5) Organize their thoughts in a meaningful and logical sequence
6) Use the language quickly and confidently with few unnatural pauses, which is called fluency

Teaching and learning process of English in Junior High School is based on the school based curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are: (1) Language as a means of communication is used to express meaning grammatically (2) Learning foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

From the meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

e. Reasons for Teaching Speaking

Harmer (2007:123) states that are three main reasons for getting students to speak in the classroom:

1) Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom
2) Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing.
3) In speaking, students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Seen how speaking activities provide opportunity for rehearsal gives both teacher and students feedback and motivates students because of their engaging qualities. Above all, they help students to be able produce language automatically. The goal teaching speaking skill according to La Douse (1997:1470 is communicative efficiency. It means learners should be able to make themselves understood, using their current proficiency to the fullest.

It can be conclude that they should try to avoid confusion in the message due faulty pronunciation, grammar, or vocabulary, and to

observe the social and cultural rules that apply in each communication situation.

f. Models of Teaching Speaking

Average person who want learn English language, most certainly they have same reason. It can speak English. So, they learn English language to try speaking English. Usually, failure of learn cause or situation in the class, unattractive, less fun and silent in the class. They are many models of learning speaking as follows:

1) Main class and study club it is better for meeting to the teacher in the class twice a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students advisor in the class. The teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning, it held to repeat the material study in the class by senior. Because the senior is not teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not different with main class, because the reason of study is to explain material learning.
2) Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.

3) Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking's program only talking about easy topic. Because this discussion just to train the students to speak English. The purpose of discussion is to train the students to speak English more clearly.

4) Describing picture

Describing picture is one activity in teaching speaking English. In this activity, students must describe pictures in front of the class. Every students gets one picture and describe it. The purposes of this activity are to train the students' imagination and retell story in speaking English.

Those are models that Solahuddin offers to use in the speaking class, and as the title of this research, the researcher chooses the last model. The researcher thinks that describing picture is suitable to improve students speaking skill in descriptive text because the purposes of these activities are to train student's imagination and describe something in speaking English. Usually, students can't speak anything because they have no idea. The

researcher hopes that picture can help students to speak English, because students will be easier to say when they see. The writer will make this activity more attractive and make the students get enjoyable in the class.

g. The Criteria of Successful Teaching Speaking

There are some characteristics of a successful speaking activity, based on Ur (1996:120), they are:

1) Learners talk a lot

Learners talk as much as possible. In a period of time allotted, they occupied it by their activity of talk

2) Participation is even

Classroom discussion is not dominated a minority of talkative participants. It means all participants get a chance to speak and their contributions are fairly evenly distributed.

3) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

The grade of accuracy and fluency is taken from criteria of assessment of speaking test (Ur, 1996:135) as follows:

Table1. Criteria of Assessment of Speaking Test by Ur (1996:135)

Score	Accuracy			Fluency
	Vocabulary	Grammar	Pronunciation	
1.	Little or no language produced	Little or no language produced	Little or no language produced	Little or no communication
2.	Poor vocabulary	Mistake in basic grammar	May have strong foreign accent	Very hesitant and brief utterances, sometimes difficult to understand
3.	Adequate but not rich vocabulary	Makes obvious grammar mistakes	Slight foreign accent	Gets idea across, but hesitantly and briefly.
4.	Good range of vocabulary	Occasional grammar slips	Slight foreign accent	Effective communication in short turns.
5.	Wide vocabulary appropriately	Virtually no grammar mistakes	Native-like or slight foreign accent	Easy and effective communication

	used			uses long turns

2. Review on Picture Series

According to Raimes (1983:27), picture series that are: drawings, photographs, posters, slides, cartoons, magazines advertisements, diagrams, graphs, tablets, charts and maps, can be a valuable resource for teaching writing. Azimah (2008:31) said that picture series are picture, which show some actions or events in chronological order.

From the discussion above, it can be concluded that picture series is a thing we see that is produced by painting, drawing or photography of an object, places a social.

a. Advantages and Disadvantages of Picture Series

Wright in Azimah (2008:31) says that picture can play a key role in motivating students, conceptualizing the language. They are using in giving them a reference and helping the discipline the activity. Because of that, pictures have been suggested as teaching aids to the classroom. Meanwhile, according to Vemon (1980) followings are some opinion concerning with the advantages of using Picture Series are:

1) they are inexpensive and widely available,
2) they provide common experiences for an entire group,
3) the visual detail makes it possible to study subject, which would turn back to the impossible,
4) they can help you to prevent and correct disconnection,

5) they help focus attention and to develop critical judgment,
6) they are easily manipulated,
7) in one composite picture, we can get a lot of information,
8) a limited number of composite pictures which are available commercially,
9) it is too difficult to create composite pictures in large size because that can be wasting time.

As it can be seen in the suggested uses of picture series is important in learning activities because they can help the students comprehend the teaching material easily.

b. Teaching Story Telling Using Picture

Pictures as media of teaching are the best-known sensory aids. Visualization is necessary for younger students because "most activities for the young learners should include movement and involve the senses. A plenty of objects and pictures will be needed to work with" (Scott and Ytreberg, 1990: 5). Another expert, Harmer (1988: 55) says that by showing pictures or by drawing them on the board the teacher can also ensure that the students understand the meaning of a word.

Wright (1989: 2) states that the pictures are the teaching aids which are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences the teachers must help the students to

cope with. According to Wright (1989: 17), the roles of pictures in speaking and writing are as follows: 1) picture can motivate the students and make him or her want to pay attention and want to take part, 2) pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train), 3) pictures can be described as an objective way ('this is a train.') or interpreted ('it's probably a local train.') or responded to subjectively ('I like traveling by train.'), 4) pictures can cue responses to questions or cue substitutions through controlled practice and 5) pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

Another expert, Shores (1960: 189*)* also says about the advantages of pictures "Pictures can stimulate expression, develop understanding, add spice, and variety to verbal lesson, and provided opportunities, for individual or group study. Pictures are besides plentiful, inexpensive, and often timely and carefully documented, they present tremendous potential for extending verbal experience, reducing misinterpretation that result from vagueness, assisting in the organization of learning, showing process step by step, revealing comparisons and contrast, and visualizing quantitative concept".

Huebener (1965: 135) states that pictures of all types are easy to produce, the supply is in exhaustible, they may be used in many different ways and make a strong appeal to everyone. Pictures can also substitute objects that cannot be presented in the classroom. They have the obvious advantage of being easier to carry around. It is clarified by Stevick (1994: 107) you can find pictures of some things that simply aren't available in the classroom either for physicalreasons (a sunset, a busy street corner) or for financial reasons (an expensive wristwatch).

The researcher concludes that picture can stimulate expressions, develop understanding, picture can motivate the student's process learning that the pictures are the teaching aids which are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences the teachers must help the students to cope with.

1) **Teaching Procedures Using Pictures**

There are some ways in teaching using picture:

a) A teacher can use a single picture or picture series as a media for the students in explaining something.
b) From the picture, the students will get the ideas in writing their composition and stimulate their imaginative powers.

c) The teacher can stick a big picture on the whiteboard in front of the class and then ask the students to describe the picture or ask the students to make a simple composition based on the picture.

d) Besides that the teacher can also give some picture series to some groups of the students. In each group, the students are asked to make a simple paragraph or a simple composition related to the picture given.

e) The student may cooperate with other students from the same group in making their assignment.

f) After that the teacher discusses the result of all the groups' works.

g) Here, the teacher makes some corrections to the students' mistakes, if any.

h) The final work after being checkedby the teacher is attached on the whiteboard of the class.

i) All students can see their works and can compare their work with others.

Gerlach, *et al.* (1980: 273-274) say that picture may be drawn, printed, or photographically processed. They vary in size and color. They may be highly representational or abstract. If a picture is desirable for classroom use and it is in a book or pamphlet which is available to an entire class, it probably would be

most efficient to ask everyone to turn to the same page at the same time to look at the picture. If, however, only one copy of picture is available and group viewing is required, the picture could be projected on a screen. He continues that pictures may be displayed on a classroom bulletin board or flannel board for individual or small-group observation. The teacher may also ask the students to arrange a set of pictures in such a way that they tell a story, this will test the students' ability to organize and to communicate. For explaining a sequential process, the teacher might take photos of the specific steps (for example, how to load film into a camera), explain the process to the class using the photos; then, rearrange the order and have a student place the photos in the correct sequence (Gerlach, *et al* 1980: 280).

In the teaching and learning process, the teacher has to use the target language all the time, as it is to reinforce the students to study hard. If the students have some difficulties in finding the meaning of the difficult words, they can consult to the teacher for the synonym of the word or they can open the dictionary. The students with high motivation will be motivated in learning, asthey have to study more seriously. They have to master many words in the target language which will be used in the learning process. Those who have low motivation will have difficulties in learning if they do not study hard.

From some definitions above, it can be concluded that picture is a thing we see that is produced by painting, drawing or photography of objects, places and people whether the picture series, which are also called sequenced picture, are the pictures in which the persons are doing activities in sequences. It can also motivate the students to give more attention to the lesson, as it is an interesting object for them. So, by using the pictures, it is hoped that the teaching and learning process especially in the story telling class will be more effective.

B. Previous Related Study

In this research there is previous study that the researcher uses as source this thesis. The previous study from ZulfaLuthfiWidianti from IAIN Surakarta which carried a research with the tittle "*The Effectiveness of Using Picture Series in Teaching Reading Comprehension(An Experimental Research at The Eight Grade Students of MTsNNgemplakBoyolali in The Academic Year of 2014/2015)*.

The second is thesis entitled *"The Use of Picture Word Inductive Model (PWIM) in Teaching Vocabulary An Experimental Research at The Seventh Grade of Madrasah TsanawiyahSunanKalijagaBawangBatang in The Academic Year of 2010/2011",* an experimental researchmade by Erni Yuliana in 2011 from Walisongo State Institute For Islamic StudiesSemarang**.** In this thesis, Erni Yuliana has proved that Picture Word Inductive Model can improve the students' vocabulary mastery.

There are some similarities and differences of this research, as follows. The similarities between previous study and this study are: a) the previous study has the same topic with the researcher about Picture Series Both designs are An Experimental Research. The differences between previous study and this study this previous study used Picture Series in teaching reading comprehension meanwhile, the researcher used Picture Series to increase students' ability in story telling

C. **Action Hypothesis**

In the teaching learning and process in English class. The teacher used a book as a media to teach the students, when the teacher taught with a book the students felt bored, did not listened carefully and did not enthusiastic. The researcher did teaching and learning process in the 8A class by using picture series. By using picture series the students more active and more enthusiastic in English class. The hypothesis proposed in this research is that the using picture series can improve the students' ability at the eighth grade of SMPN 3 Karangpandan in the academic year of 2016/2017.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research employs an action research method. The researcher used classroom action research as the method of the research. Classroom action research assumed that teachers are the agent's a source of educational reform and not the object reform. Classroom Action Research (CAR) is a systematic inquiry with the goal of informing practice in particular situation (Angelo and Cross, 1993:1). It means that classroom action research is a way for instructors or teachers to discover what works best in their own classroom situation, thus allowing informed decision about teaching. Furthermore, Corey (1993:1) defined action research as the process through which practitioners study their own practice to solve their personal practical problems. It means that action research is a collaborative activity where practitioners work together to help one another design and carry out investigation in their classrooms. This research uses quantitative method. This research can be categorized as classroom action research. The reason of choosing the method is the researcher wants to know implementing Picture Series can increase the students' speaking skill.

In addition, Kemmis and Mc. Taggart (1982:3) stated that action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of

problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally problem redefinition. The linking of term “action” and “research” highlights the essential features of this method; trying out ideas in practice as means of increasing knowledge about/or improving curriculum, teaching and learning. Moreover, action research provided teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of the options and possibilities for change (Oja& Pine, 1989: 96). It means that the teachers participating in action research become more critical and reflective about their own practice. The teachers engaging in action research attend more carefully to their methods, their perceptions and understandings, and their whole approach to the teaching process. The researcher uses classroom action research because it is an approach of (1) improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it, (2) it is participatory, in the sense that it involves the teacher in her own enquiry, and collaborative, in that it involves other people as part of a shared enquiry.

Table 3.1Action Research

No	Area	Action Research
1.	Training Required	Only a limited training in statistics and research methods in needed because rigorous design and analysis are not usually necessary. More trainiing in educational is needed than more teachers process. Even if teacher's research skills are low, good action research can be carried out with the aid of consultant
2.	Goals	To obtain knowledge that can be applied directly to the local classroom situations, and to give the participating teacher in-service training.
3.	Locating and research problem	Problem identified in the school situation that are causing the research worker trouble or are interfering with the efficiency of his teaching
4.	Hypotheses	A specific statement of the problem usually serves as the research hypothesis ideally, action research rigor of formal research.
5.	Review of the Literature	A riview of available secondary sources gives the teacher a general understanding of the area to be studied. Exhaustive review of primary sources is almost never done.
6.	Sampling	Pupils available in the class of teacher or teacher

		doing the research are used as subjects
7.	Experimental Design	Procedures are planned in general terms prior to start of stufy. Changes are made during the study if they seem likely to improve the teaching situation. Little attention is paid to control of the experimental condituons or reduction of error. Because participating teachers are ego-involved in the research situation, bias is usually present.
8.	Measurement	Less rigorous evaluation of measures than in scientific research. Participants often lack training in the use and evaluation of educational measures, but can do a satisfactory job with help of a consultant
9.	Analysis of Data	Simple analysis procedures usually sufficient. Practical significance rather than statistical significance is emphasized. Subjective opinion of practicing teachers is often weighted heavily.
10.	Application result	Findings are applied immediately to the classes of participating teachers and often lead to the peermanent improvement. Aspplication of result beyond the participating teacher is usually slight.

From the definition above, it can be concluded that action research in this study is attempted to improve some things related to educational problems betterment done by the teachers or in a collaboration of teachers and researcher by means of their own reflections upon the effects of those.

B. Setting of the Research

The research will be conducted in SMPN 3 Karangpandan in the academic year 2016/2017 in the eighth grade. The school is located in Solo-Tawangmangu Street Km.32 Salam Karangpandan, Karanganyar 57791. The Implementing research will be conducted in three cycles in the eight-grade students of SMPN 3 Karangpandan in the academic 2016/2017.

C. Population, Sample and Sampling

1. Population

Population is the group to which the result of the study are intended to apply while the sample is a group in a research study on which information is obtained (Fraenkel and Wallen, 1993:79). Population in educational research as the group about which the research is interested in gaining information and drawing conclusion (Tuckman, 1978:227). The populations of this research will the 8^{th}grade students of SMPN 3 Karangpandan. There are six classes for the 8^{th} grade students of the school. They are 8A, 8B, 8C, 8D, 8E and 8F. Each class contained 25 students. So the total numbers of the

whole students are more or less 150 students. Each class contained male and female. The ability of the students was random.

2. Sample

Sample is part of all representatives of a population that will be analyzed Sekaran (200:267) writes that a sample is a subset of the population. The samples of this research is one class, 8Aclass.The number of students in the A class consist of 30 studentts. The researcher choose this class because majority of students in the A class had difficulty on the speaking in English class. The researcher had known when the researcher did the observation in this class.

3. Sampling

The researcher uses purposive sampling. Purposive sampling is not probability sampling method and it occurs when "elements selected for the sample are chosen by the judgment of the researcher. Researcher often believe that they can obtain representative sample by using a sound judgment, which will result in saving time and money". (Notoadmojo: 2010), the researcher took by the sample according to the student's scoring on the pre-test.

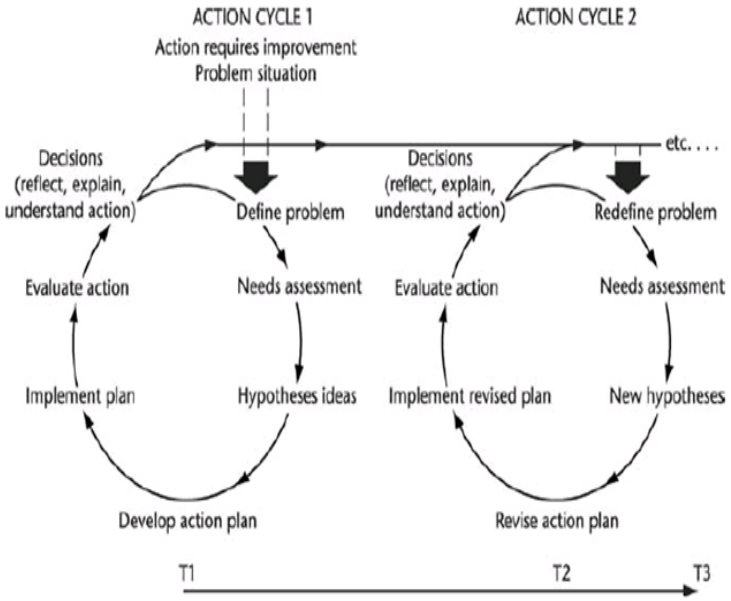
D. The Procedure of Classroom Action Research

Action research uses the model developed by Kemmis in which he represented from Lewin's action research cycle model (Mill:2000;5). According to this model, th e process of actionresearch includes four

elements, namely: 1) identifying problems and planning the action, 2) implementing the action, observing, monitoring; 3) evaluating and reflecting the result of the observation; and 4) revising the plan for th efollowing step.

Every cycle consist of those steps:

Figure 3. 2Cycle of Research



McKernan's Action Research Model (McKernan, 1996: 29)

The researcherapplied an action research. According to Wallace (1998:4) action research is a way of reflecting on teaching which is done by systematically collecting data on everyday practice and analyzing it in order to continue to some desicion about what the future practice should be:

Burns (1999:30) makes some characteristics of action research taken from some experts definition as follows:

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluating and reflective as it aims to bring about change and improvement practice.
3. It is participatory as it fo rcollaborative investigation by teams of collagues, praticioners and researchers.
4. Changes in practice are based on collection of information or data which provides the impetusfor changes.

Based on several definitions stated by some experts, it can be concluded that action research is any systematic inquiry undertaken by participators to improve their understanding of events, situations, and problems so as to increase the effectiveness of their practice.

Moreover, a model of action research is suggested by Kemmish and Mc.Taggart. Kemmish and Mc.Taggart in Burn (1999:32) state that action research occurs through a dynamic and complementary process whichconsist of four fundamental steps in a spiraling process.they are as follow:

1. Planning

   Develop a plan or officially informed action to improve what is already happening

2. Action

   Act to implement the plan

3. Observation

   Observe the effects of the critically informed in the context is which it occurs

4. Reflection

   Reflect these effects as the basis for further planning

In the classroom action research, the action was done collaboratively. The writer had a role as a researcher who implemented the plan of the action research while her collaborative observed as the research. In the classroom action research, each procedure takes six steps that form one cycle. Those six steps are as follow:

1. Identifying the Problem

The researcher identifies the problems first before planning the action. The problem refers to students' low speaking skill in learning. It was known after the researcher did observation during the teaching learning process when she did job learning process. One of them is that the students' mastery in English grammar was still low. Therefore, it is with two techniques, namely:

a. Pre observation

   The observation aimed to know the model of class, management and students' behavior faced during the teaching and learning process.

b. Interviewing the teacher and the students

The aim of the interview was to know what problems faced by the teacher and the students.

c. Pre Test

The students were given pretest to know their speaking skill. For the pretest the researcher using oral test, for example the topic greeting. In this case, the researcher do pretest using introduction their self. The researcher getting score from the performance of students in front of the class.

2. *Planning the Action*

The teacher prepares everything that is related to the action implemented, such as the material, the lesson plan and the steps of teaching learning process. The research as the observing researcher prepares everything related to the action as follows:

a. Preparing materials, making lesson plan
b. Preparing and designing the steps in doing the action
c. Preparing the teaching and learning process

3. *Implementation the Action*

The plan made was implemented in the teaching learning process. The activity of improving student's speaking skill. This action can be divided into 3 cycles. Every cycles has 4 steps, they are:

a. *Warming up,* the teacher creates a good atmosphere to encourage the students to access unit before going to teach the material. Then, the teacher also tells to the students what they are going to learn.
b. *Presentation ,* the teacher explain the materials such as
c. *Practice* the students are hoped to be active in making communication using the structures that they have learn. Furthermore, they are hoped to be able to achieve the objectives, these are they are able to understand the structures and use the structures correctly.

4. *Observing / Monitoring the Action*

The researcher observed all the activities in teaching learning process while her collaborative observer helped to observe the teaching learning process conducted in the class. The teacher observes all activities in the teaching learning process while the technique of teaching English is being carried out.

5. *Reflecting the result of the observation*

Before starting to teach, the teacher gives pre-test at the end of every action, the students are given post-test. The test is oral test (multiple choices, arranging the sentences). Then the teacher analyzes the result of the test to know the students' mastery of speaking English after they are taught using Picture Series. The teacher makes an

evaluation on all everything have observed to find the weakness of the activities that have been carried out.

In conducting the evaluation process, the researcher gave pre-test before starting the action and at the end of cycle one, the students were given a post-test.

Considering the pre and post tests are focused in speaking skill, therefore the researcher used scale of oral testing criteria by Ur.

The candidates are tested on fluency and accuracy, and may get a maximum of five points on each of these two aspects, ten points in all (Ur, 1996:135).

6. *Revising the plan*

Based on the weakness of the activities that were carried through Picture Series in teaching speaking especially in learning, the researcher revised the plan of the next cycle. It look a cycle again to overcome students' problem in speaking skill. In this classroom action research, it takes three cycle to overcome students' speaking proficiency. Every cycle in this research is conducted in 2x45 minutes.

E. Technique of Collecting Data

Technique of collecting data explains about how the way of collecting data for research. Research involves gathering information about the variables in the study. Data are the important point in a research. In

collecting the data for this research, the researcher was used test. The test will follow by 30 respondents from eighth class in SMP N Karangpandan. According to Richard (1985:291) test is a procedure for measuring ability, knowledge, or performance. In this research, the researcher use posttest to measure students' vocabulary mastery.

According to Richard (1985:291) achievement test is a test which measures how much a language someone has learned with reference to a particular course of study or program of instruction. The achievement test used is in the form of multiple-choice type. Before giving the test to the participants, the researcher should check whether the test is valid and reliable or not by using try out.

F. Technique of Analyzing the Data

The data gained to know any whether the implementation of picture series can increase the students' speaking skill. The cycle in the classroom action research happened repeatedly. If the indicators of the research were not fulfilled in the second cycle, the third cycle would be conducted to make it better. These steps formed a cycle, and the cycle was followed by the other cycles. The third cycle is seeing from increasing pre-test score (post-test score cycle 1. Also the score from pre-test score (post-test score cycle 2. The last score pre-test score (post-test score cycle 3.

1. Hypothesis Testing

The technique that uses in analyzing the data was T-Test of independent sample. T-Test for independent formula is used to find the effectiveness of the technique.

Criteria of examination was accepting H0 if t_{ab}<1(1-a)and rejecting H_0 if t has other scores. Degree of freedom for distribution data t is (n_1-n_2-2) with opportunity (1-α) (Sugiyono, 2010: 137-138).

G. Indicators of the Research

In order to see whether story telling as a media can be used to develop student's speaking skill, the researcher determined the indicators dealing with the learning process and the product.

a. Learning Process

For the learning process, observation was done to both the researcher and an observer during the teaching learning process by observing the whole activities in the class and filling the observation format. The indicator was if the researcher and students got minimum 70% from the result of the observation form.

b. Instrument of the Research

In getting data, the researcher employed two kinds of instruments, the first instrument was the main source of information and the second one supported the analysis itself. The instruments used here were speaking test and observation. The instruments were hopefully in line

with the stated objectives. The researcher used the test as instrument to collect the data. The test was speaking tests about Narrative and things around us. Students who can speak fluently and correct pronoun would get 100.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The research Finding

1. Data Description

Based on the observation and the interview to the teacher and students of eleventh grade of in SMP N 3 Karangpandan in speaking, based on the preliminary to the teacher, the problem faced by the students in eleventh grade was speaking. The students have low ability in speaking because of the student's lack in vocabulary and low motivation and low in confidence. They also had less bravery to read aloud and to ask the teacher if they were confused about the pronunciation or the meaning of some words.

Based on the interview, the students became passive because the teacher learning process was teacher oriented. The students had no opportunity to practice and to train their speaking ability. The problems the students could be seen in the learning process and a report card (pre-test). The students looked shy when they were ordered to read aloud the text. They also read the text in a soft voice and no expression. When doing the pre-test, they looked so confused when examines a long text on the paper.

From the interview above, the researcher identified that students had low ability in speaking even to pronounce words or sentence, and expression something. It was because they were

ashamed to ask the teacher about how to pronounce it and what the meaning of the word was, the students were also ashamed if they pronounced the wrong sentences. They also had difficulties in reading a long text. In short, the students need a modern technique and a more chance to practice speaking in the class.

The schedule of the implementation of picture series in the eleventh grade of students' SMP N 3 Karangpandan, is as follow:

Table 4.1. The Schedule of Research

Procedure	Meeting	Date of the Research
1st cycle	1st meeting 2nd meeting 3nd meeting **(pre-test)**	January, 2nd 2018 January, 4th 2018 January, 9th 2018
2nd cycle	1st meeting 2nd meeting 3nd meeting 4th meeting **(posttest)**	January, 11th 2018 January, 15th 2018 January, 22th 2018 January, 25th 2018

The result of the pre-test showed that the student's speaking was low. Student's speaking score of pre-test was 65. It is still lower than the minimum standard score. The minimum standard score of English is 74. It means that some of the students obtained score under the minimum standard. The high score in pre-test was 71 and the lowest score was 38. The more detailed result of pre-test could be seen from the Table 4. 2;

Table 4.2. The Student's the Pre-Test Scores before Treatment

NO	NAMA	Pretest	KKM	Pass/ Fail
1	I.B.S	45	73	F
2	K.A.S	43	73	F
3	M.P.R	60	73	F
4	M.T.H	43	73	F
5	S.N	67	73	F
6	S.M	65	73	F
7	W.H	67	73	F
8	Y.D.P	42	73	F
9	Z.G.P	38	73	F
10	A.P.P	38	73	F
11	A.T.F	56	73	F
12	A.K	59	73	F
13	A.F.K.A	66	73	F
14	A.A.P	54	73	F
15	D.A.S	69	73	F
16	D.F.S	55	73	F
17	D.P	65	73	F
18	D.S.P	57	73	F
19	D.D	43	73	F
20	D.B.R	37	73	F
21	D.S.P	41	73	F
22	E.V.K	42	73	F
23	F.D.P	42	73	F
24	F.F	43	73	F
25	F.A	45	73	F
26	F.B.S	56	73	F
27	F.N.R	55	73	F
28	G.A	57	73	F
29	G.C.V	71	73	F
30	H.A	65	73	F

Therefore, the researcher identified that the students' speaking ability needed to be improved. The researcher decided to improve it by

using picture series. This technique could be defined as a technique in reading a text aloud in the form of script by using good expression, intonation, pronunciation and comprehension. It also can increase the student's bravery and interaction with other students.

2. Research Implementation

The researcher got the data from the students of eighth grade students in A class. The research finding can be found from data collection and data analysis of two cycles. The data comes from the result of test and collaborator field notes. It also describes the steps of each cycle. They are planning, acting, observing, and reflecting.

After each cycle was done, the researcher conducted post-test to know the improvement of the student's speaking ability. The description of the research finding could be explained as follow;

a. Cycle 1

1) Planning

After knowing the students' problem on January, 2nd 2018 in the eighth grade students of A class.The researcher made a preparation with the English teacher to conduct the research. Based on the pre-research and pre-test, the researcher arranged the plan for the first treatment. The researcher prepared everything needed in the treatment and post-test in the first cycle such as lesson plan, teaching materials, post- test the researcher used picture series as a method to teach narrative in

the speaking class. the researcher used three-phase technique, such as opening, main activity and closing. In the main activity consist of explanation, elaboration, and confirmation.

The researcher took the material from the internet and the students' English book. The material was associated with competence standard (SK) and basic competence (KD). The material was narrative text about the example, the function, the generic structure, and language features of narrative test "MalinKundang" as soon. The use of picture series as a method needed a picture to be practiced. Therefore, the researcher modified the narrative text into picture form.

2) Implementation of the Action

In implementing the action, the researcher played a role as a teacher. The teacher did the teaching learning process in three phases; pre-activity (opening), main-activity, and post activity (closing). The opening phase covered all the thing done as the opening the class such as greeting, checking the student's attendance, and giving motivation for students to learn English and practice more. Then, the researcher did the brainstorming or gave some question to simulate their participation in the lesson. The description of implemented the action.

a) First meeting

In each meeting, the researcher taught 30 until 60 minutes the rest was for the teacher, because the teacher wants to continue the materials for Pre-Test Score. The researcher taught the students in the first 45 minutes and the last 45 minutes was gave the test. The first meeting the researcher reviewed about narrative text.

The first meeting was conducted on Tuesday, January 2th 2018. There were 30 students in the A class, consisting of 12 males and 17 females students. Pre-test was given in the first meeting to know the student's speaking ability before giving the treatment. The researcher called one student to come in front of the class.

The researcher gave a narrative "MalinKundang" text and asked to the student to read the text louder. After the students read the text the researcher gave a picture, the researcher asked the student to retelling a story used the picture. The students felled worry and nervous, so they couldn't speak fluently. The researcher helped them to speak up, slowly. The students repeat after the researcher.

(1) Opening

The opening session started with greeting and checking the attendances. The researcher tried to make a good condition of the class by giving motivation.

(2) Main activity

Before the main activity, the researcher asked the students whether they knew or not about narrative text about “MalinKundang”. Afterward, the researcher reviewed material narrative text. The researcher gave the students a hard copy about narrative text to make the students easy in learning the lesson and showed up the picture of Malin Kundang. The researcher asked the student to read narrative text aloud entitled “Malin Kundang” one by one. After the whole students read the text, the teacher and student look for the vocabularies that they did not know the means. The teacher and the students look for the meanings of vocabularies found the text.

Exploration: The students finding information from reading a text discuss with friend and then they’re trying to speak up in the front of class. Teacher a facilitate the students to make interaction between students and teacher.

Elaboration: The students report they exploration by spoken and written although, individually or groups. Giving feedback with other

friends. Teacher a facilitate the students to make interaction between students and teacher.

Confirmation: The students doing reflection toward their lesson experience, giving positive feedback to their students, giving confirmation according to many source toward exploration and elaboration. As the informant and facilitator giving motivation to their students.

(3) Closing

In this session, the researcher concluded the material and asked the student whether understood the material or not. The researcher also gave a chance to students to ask anything about the material.

b) Second Meeting

The second meeting was carried out on Wednesday, January 4th 2018. The second meeting started at 10.00 a.m.

(1) Opening

In opening session, the researcher expressed the greeting to the student and asked student condition. Afterward, the researcher asked who did not come on that day in English, but only three students who answers the teacher's question. Then the teacher replied their

question in Indonesian, all the student answered that all of the students not absent that day.

(2) Main activity

Before conducting the main activity, the researcher tried to remind the students about the explanation of narrative text that have been given and discuss the story about “Malin Kundang” in the first meeting. In the second meeting, the researcher gave the other examples of narrative texts used picture series. The researcher also shown the picture series of “Malin Kundang and Snow White” and doing their best in every practices.

The students were asked to find difficult word in the narrative and entitled “Malin Kundang and Snow White”. In this phase, the researcher used picture to retelling the story. The student repeated the researcher’s said then write the sentence that was said by the researcher. All activities above were called explorations.

The researcher asked the students to choose the main actor and actresses as well as for crew. While they read, the other students listened. Sometimes, the researcher corrected the miss-pronunciation and

expression. Most of them laughed when looked their friend's mistake. All activity above was called elaboration.

Exploration: The students finding information from reading a text discuss with friend and then they're trying to speak up in the front of class. Teacher a facilitate the students to make interaction between students and teacher.

Elaboration: The students report they exploration by spoken and written although, individually or groups. Giving feedback with other friends. Teacher a facilitate the students to make interaction between students and teacher.

Confirmation: The students doing reflection toward their lesson experience, giving positive feedback to their students, giving confirmation according to many source toward exploration and elaboration. As the informant and facilitator giving motivation to their students.

(3) Closing

In closing, the researcher did a confirmation whether the student had understood with the material or not. The researcher gave a conclusion of material

briefly. Besides that, the researcher asked the student to look again the picture carefully in home. The researcher also reminded the students for always study although in their home. Finally, the researcher closed the teaching and learning by said “good bye students”.

c) Third Meeting

The third meeting was conducted on Tuesday, January 9th 2018.

(1) Opening

The researcher greeted and checked the student’s attendance. The researcher informed the student if that day the researcher the next day. The researcher asked if the students should be practice in front of the class, telling their friends the story based on the picture. This step to know the improvement of student’s speaking.

(2) Main Activity

The students come in front of the class and gave a picture series. They should retell the story used picture series to help them speak up. The researcher was helped students if the story not connected with the picture. Sometimes the researcher gave a clue for students about the picture. It can make students feel

confident went they were story telling by using picture series. The class became more active when the students tried to explain the story based on the picture. They feel more interested with the picture. The class became easier for them.

Exploration: The students finding information from reading a text discuss with friend and then they're trying to speak up in the front of class. Teacher a facilitate the students to make interaction between students and teacher.

Elaboration: The students report they exploration by spoken and written although, individually or groups. Giving feedback with other friends. Teacher a facilitate the students to make interaction between students and teacher.

Confirmation: The students doing reflection toward their lesson experience, giving positive feedback to their students, giving confirmation according to many source toward exploration and elaboration. As the informant and facilitator giving motivation to their students.

(3) Closing

The researcher asked the students about their performance, the researcher said that the students have good performance. The resave the students motivation to more brave in speaking and it can make them comfortable. The third meeting was closed by saying "good bye students"

3) Observing the action

Observing was an aspect which could help the researcher to understand her research. Both of the researcher and the teacher discussed the teaching learning process in the first cycle. The post-test I was conducted to measure the student's speaking after the treatments using Picture series. The result of post-test 1 score could show that there was an improvement in cycle 1. However only one student passed the standard minimum (KKM), but there was improvement of the students' speak from the pre-test to the post-test 1. The mean score increased from 54.37 to 74.70. It showed that there was an improvement in student's speaking ability. Besides, students were enthusiastic in knowing the meaning and the continues of the story when the researcher teach using picture series in speaking class.

The result of post-test 1 in more detail was shown in the following table 4.3;

Table 4.3 the Comprehension between Pre-test and Post-test Scores

NO	NAMA	Pretest	posttest	Increase/ No
1	I.B.S	45	73	Increase
2	K.A.S	43	75	Increase
3	M.P.R	60	79	Increase
4	M.T.H	43	79	Increase
5	S.N	67	78	Increase
6	S.M	65	75	Increase
7	W.H	67	73	Increase
8	Y.D.P	42	75	Increase
9	Z.G.P	38	76	Increase
10	A.P.P	38	72	Increase
11	A.T.F	56	71	Increase
12	A.K	59	76	Increase
13	A.F.K.A	66	75	Increase
14	A.A.P	54	75	Increase
15	D.A.S	69	70	Increase
16	D.F.S	55	75	Increase
17	D.P	65	73	Increase
18	D.S.P	57	71	Increase
19	D.D	43	70	Increase
20	D.B.R	37	74	Increase
21	D.S.P	41	77	Increase
22	E.V.K	42	74	Increase
23	F.D.P	42	79	Increase
24	F.F	43	78	Increase
25	F.A	45	76	Increase
26	F.B.S	56	78	Increase
27	F.N.R	55	76	Increase
28	G.A	57	72	Increase
29	G.C.V	56	76	Increase
30	H.A	65	70	Increase
SUM		1571	2241	
MEAN		37	70	

In the teaching learning process, the researcher was found if the students were not interested in the material. Because they just read and watching. It also needed considerable efforts from the teacher to find suitable material and interesting way to make the students focus, interest about the lesson and felt bored in class. The researcher also stated the limited time in the teaching learning process. Students needed more time to practice their speaking using Picture Series. Before the students looked to the picture about narrative, the researcher help the students to make a sentence that describe the picture one by one. The researcher also listen the students pronouns. If there are mistake pronouns, the researcher would correct it.

In the post-test 1 the students were still shy even some of them refused in practicing in front of the class, but the researcher gave them motivation that all of in that class had to study including the researcher also. Finally all of the students were practiced retelling used the Picture series. The test was done until the end of time. The teacher tried to give motivation to be better in the next practicing.

4) Reflecting

Based on the observation, the researcher and English teacher had a discussion concluded that the teacher learning process by using Picture Series did not run well because the

students do not involved there (retelling the story used picture series) . There was improvement of student's speaking achievement from the test to the post-test 1. The mean score increased from 52.37 to 74.70. It showed that there was an improvement in student's speaking. Besides that, the students were enthusiastic in knowing the pronunciation and the meaning of word in the teaching and learning process. The students also looked enjoy the learning process. It could be seen when they always active in class.

Nevertheless the improvement of the student's speaking was not satisfying enough since there were still some students who were less attention during the process, most of them was the male students. Therefore researcher found there were some weaknesses that the as follow:

a) The students still had miss pronunciation and speak very slowly.
b) Some students look ashamed like not confidence with their self to come forward in front of the class, sometimes they are did not want to come forward.
c) The students almost did not using expression in reading the text (script)
d) Almost of the students did not pass the standard minimum score.

e) The researcher could not control the class because many students made noisy in the class.

Therefore the researcher decided to take the second cycle in order to make better improvement to the student's speaking. The teacher suggested the researcher that after giving the instructions, the researcher should check the understanding of the students, 'what should you do?' to confirm the students what would they do. This way, the researcher could map what she wanted and what the students needed to do.

b. Cycle 2

1) Planning

In the cycle, the researcher revised the planning to decrease the weakness in the cycle 1. The researcher decided to create activities which stimulated the entire student's participate in the teaching learning process. The researcher was necessary to make approaches to the students who were still ashamed. Then the researcher also planned to more paid attention to the pronunciation and the comprehension of the students to the story. Besides that, the researcher gave more intentions on the student's expression. Then, they did rehearse in Picture series. The researcher gave chance for them to ask everything they did not understand about the text or how to make a story based on

the picture. All of them had done to improve student's speaking ability better than before.

From the second cycle, in the cycle 2 the planning would be revised by the researcher to decrease the weakness in the cycle 1, but the plan was not totally revised. The researcher planed one lesson plan for one meeting. The first and the second meeting were for find out the picture series, and arranges the story according to the picture. The third meeting the students practice story telling used the picture that had been done in the first and second meeting.

2) Implementation of the Action

In the cycle 2 the researcher also conducted four meeting as the cycle. The teaching and learning process was done based on the lesson plan.

a) The first and second meeting

The first meeting was held on Thursday January 11th and Monday 15th 2018. The lesson was started at 10.00 a.m.

(1) Opening

When the researcher came to the class, the students were ready to study. The researcher greeting with the students in 5 minutes and begun lesson with pray together. That day was a special day, because the researcher would teach in class 90 minutes. Besides

that, in this meeting the researcher conducted the class with some picture of view to bring easy atmosphere in the class. Next the researcher asked to the students comes in front of the class and retelling the story used the picture. The researcher asked that they should look the picture carefully and tried to arrange a story based on the picture.

(2) Main Activity

During the student's rehearsal, the researcher asked the audience (the other students) to focuses on their friends perform because sometimes the researcher would ask them to in front and practice their own story "Snow White". After all students performed, all of the students clapped their hands to raise their happiness after doing retelling. The last step was confirmation. The researcher asked the students whether the part which they were confused. The researcher also checked their understanding about the story before performance.

Exploration: The students finding information from reading a text discuss with friend and then they're trying to speak up in the front of class. Teacher a facilitate the students to make interaction between students and teacher.

Elaboration: The students report they exploration by spoken and written although, individually or groups. Giving feedback with other friends. Teacher a facilitate the students to make interaction between students and teacher.

Confirmation: The students doing reflection toward their lesson experience, giving positive feedback to their students, giving confirmation according to many source toward exploration and elaboration. As the informant and facilitator giving motivation to their students.

(3) Closing

In this phase, the researcher gave conclusion of the materials to the students. The researcher also gave motivation to the students for their braveness in asking, reading, or the activeness in the class. The researcher also informed the students to find out some pictures at home than make a short story based on the picture because it would be conduct post-test in the next day. Finally, the researcher closed the lesson.

b) The third meeting

The third meeting was held on Thursday 22th January 2018. The lesson was started at 10.00 a.m.

(1) Opening

When the researcher came to the class, the students were ready to study. The researcher starts the lesson with praying together. That day was a special day, because the researcher would teach in class 70 minutes. Besides that, in this meeting the researcher conducted the class a picture and some properties to help students in storytelling. The researcher makes the class more enjoy and have fun with some cute picture. After that the researcher checked the student's attendance one by one. Next the researcher asked the students to practice story telling used the picture.

(2) Main activity

During the student's rehearsal, the researcher asked the audience (the other students) to focuses on their friends perform because sometimes the researcher would ask them to in front and practice their own story. After all students performed, all of the students clapped their hands to raise their happiness after doing retelling. The last step was confirmation. The researcher asked the students whether the part which they were confused. The researcher also checked their understanding about the story before performance.

Exploration: The students finding information from reading a text discuss with friend and then they're trying to speak up in the front of class. Teacher a facilitate the students to make interaction between students and teacher.

Elaboration: The students report they exploration by spoken and written although, individually or groups. Giving feedback with other friends. Teacher a facilitate the students to make interaction between students and teacher.

Confirmation: The students doing reflection toward their lesson experience, giving positive feedback to their students, giving confirmation according to many source toward exploration and elaboration. As the informant and facilitator giving motivation to their students.

(4) Closing

In this phase, the researcher gave conclusion of the materials to the students. The researcher also gave motivation to the students for their braveness in asking, reading, or the activeness in the class. The researcher also informed the students to find out some pictures at home than make a short story based on the picture

because it would be conduct post-test in the next day. Finally, the researcher closed the lesson.

c) Fourth meeting

The fourth meeting was held on Monday, January 25th 2018. It was the last treatment and post-test 2. It started at 10.00 a.m. the researcher open the class and checked the student's attendance. The researcher also said that day was the last day of the researcher and rehearsal before performance. The researcher asked to the students to prepare their properties for theirs performance. The students bring a picture that they prepare it from home. The students come one by one inform of the class, and the researcher give the last score.

3) Observing the action

In the first meeting of the cycle 2 the students looked enthusiastic in joining the teaching learning process. The students paid more attention and became more active. Moreover they looked enjoy to the teaching and learning process.

In observing the second cycle, the researcher conducted the post-test two on Monday, January 25th 2018. The post-test 2 was conducted to measure the student's speaking skill after given treatments story telling used picture series. The result of

pre –test and post – test 2 score could be seen that there was an improvement. The student's mean score increased from 79.1 in the post – test 1 up to 87.3 in the post-test 2. The increasing of the means core was 5.72. It was proved the data presented in the table below:

Table 4.4 the Comparison between Post – Test 2 and the Passing Grade

NO	NAMA	Posttest	KKM	Pass/ Fail
1	I.B.S	80.1	73	Pass
2	K.A.S	88.3	73	Pass
3	M.P.R	87.3	73	Pass
4	M.T.H	86.3	73	Pass
5	S.N	88.7	73	Pass
6	S.M	87.2	73	Pass
7	W.H	87.3	73	Pass
8	Y.D.P.P	86.3	73	Pass
9	Z.G.P.I	85.3	73	Pass
10	A.P.P	83.7	73	Pass
11	A.T.F	94.7	73	Pass
12	A.K	85.4	73	Pass
13	A.F.K.A	88.3	73	Pass
14	A.A.P	89.7	73	Pass
15	D.A.S	92.3	73	Pass
16	D.F.S	83.7	73	Pass
17	D.P	87.3	73	Pass
18	D.S.P	85.7	73	Pass
19	D.D	86.7	73	Pass
20	D.B.R	79.7	73	Fail
21	D.S.P	81.7	73	Pass
22	E.V.K	90.7	73	Pass
23	F.D.P	87.3	73	Pass
24	F.F	83.3	73	Pass
25	F.A	89.1	73	Pass
26	F.B.S	87.7	73	Pass

NO	NAMA	Posttest	KKM	Pass/ Fail
27	F.N.R	88.3	73	Pass
28	G.A	90.3	73	Pass
29	G.C.V	83.7	73	Pass
30	H.A	88.7	73	Pass
SUM		2604.8		
MEAN		87.3		

The result of the observation at the last implementation of the action, the researcher observed all activities in the teaching and learning process. Actually, there were some difference between cycle 1 and cycle 2. According to the researcher, the class's condition was conductive. The researcher could control the class. The researcher found the strategy of mastering the class by making the rule, that during the performance the audience must paid attention on because the researcher would asked them to make summary and retell again in the next day.

The second cycle was conducted in outdoor class. It was to abolish the student's boredom. The students were very happy and enthusiastic to learn English. When practice post – test 2, the students felt more confident. They practiced with all capacities and bravery the researcher expected that the result of the test would be better.

In the cycle 2, all of the students get good value in the test. The result of observation in class VIII A class was that the

class condition could be controlled. The students seldom made noisy. They also had more braveness to ask or read the script in front of the class. The researcher also took a picture as evidence of the action.

4) Reflecting

Based on the observation above, the positive reflecting of the cycle 2 the activities using pictures provided fun learning activities and gave more chances to the students to practice speaking could be explained as follows;

a) The student's achievement increased

The mean score of the second post test result at the end of action showed that there was improvement of the student's speaking ability.

b) All students were active in joining the lesson using drama.

c) The students enjoyed to the speaking activity since the researcher made the atmosphere within the teaching learning process.

d) The students played drama became better.

e) As the learning was joyful, the students were motivated and enjoyed the teaching and learning process.

f) The students were not shy and silent anymore.

g) Most students become more confident and active.

Moreover the result of the action in the second cycle showed good improvement of the students 'speaking skill. By considering the improvement, the researcher and English teacher concluded that picture series could improve the eighth students 'speaking skill of SMPN 3 Karangpandan. Therefore, the researcher and English teacher in the following discussion held after cycle 2 was done.

B. Discussion of the Research

After conducting the action on the cycle 1, 2 and analyzing the observation result, the researcher found some research finding to answer the research question that stated in chapter 1. It could be seen in improvement of student's score that improved from the mean scores in the test. From the result of the implementation of the action, there are some improvements as follows;

1. Observation

   In this process, the researcher was helped by the teacher to observe the English teaching learning process. He is English teacher in SMP SMPN3 Karangpandan. From the observer, he identified several factor causing the low of students' speaking skill. First the students have low interest speaking. They thought that speaking was so difficult because they did not unaccustomed to speak English. They did not feel confident to speak English, they feel nervous. They also have

difficulties to speak in English because of lacking of vocabulary. They always open the dictionary if they want to speak English.

After the researcher implemented the action plan, the teacher and the researcher conclude that the picture series can improve the students' speaking skill.

2. Interview result

The interview with students and the teacher was conducted to know the problem in the pre researcher. The interview was also held in the end of the cycle 2 to know their opinion to the teaching activity by using picture series. The researcher interviewed the students in the end of the research. From the result interview, the researcher can conclude that picture series made them easier in doing speaking. They felt confident to speak English by picture series. It helped them in the arranged a sentence.

3. Test

Based on the tests were conducted in the cycle 1 and cycle 2, it could be concluded that the picture series could improve student's speaking skill. It could be seen in the improvement of student's speaking score that improved from the mean score in each test. The result of the test after the action implemented in teaching learning process by using picture series could improve the student's speaking skill. The students' mean's score was 52.37 in the pre – test, in the

posttest 1, and 86.83 in the post – test 2. It was the improvement of the students means score after the implementation Picture Series.

Table. 4.6 The comparison of mean score post – test

Score Explanation	Post – test 1	Post – test 2
Sum of the score	1571	2604.8
The number of the students	30	30
Students' mean score	52.37	86.83
Mean score improvement	28. 46	

While the detail of the students speaking was shown in the table below:

TABLE 4.7 the Comparison between Post – Test 1 and the Post – Test 2

NO	NAMA	Pretest	Postest 1	Postest 2	KKM	Pass/ Fail
1	I.B.S	45	73	80.1	73	Pass
2	K.A.S	43	75	88.3	73	Pass
3	M.P.R	60	79	87.3	73	Pass
4	M.T.H	43	79	86.3	73	Pass
5	S.N	67	78	88.7	73	Pass
6	S.M	65	75	87.2	73	Pass
7	W.H	67	73	87.3	73	Pass
8	Y.D.P.P	42	75	86.3	73	Pass
9	Z.G.P.I	38	76	85.3	73	Pass
10	A.P.P	38	72	83.7	73	Pass
11	A.T.F	56	71	94.7	73	Pass
12	A.K	59	76	85.4	73	Pass
13	A.F.K.A	66	75	88.3	73	Pass
14	A.A.P	54	75	89.7	73	Pass
15	D.A.S	69	70	92.3	73	Pass
16	D.F.S	55	75	83.7	73	Pass
17	D.P	65	73	87.3	73	Pass
18	D.S.P	57	71	85.7	73	Pass

19	D.D	43	70	86.7	73	Pass
20	D.B.R	37	74	79.7	73	Fail
21	D.S.P	41	77	81.7	73	Pass
22	E.V.K	42	74	90.7	73	Pass
23	F.D.P	42	79	87.3	73	Pass
24	F.F	43	78	83.3	73	Pass
25	F.A	45	76	89.1	73	Pass
26	F.B.S	56	78	87.7	73	Pass
27	F.N.R	55	76	88.3	73	Pass
28	G.A	57	72	90.3	73	Pass
29	G.C.V	56	76	83.7	73	Pass
30	H.A	65	70	88.7	73	Pass
SUM		1571	2241	2604.8		
MEAN		55	75	87.3		

In which: KKM: the passing grade

There was some element that considered to speaking score as follows: pronunciation, fluency and structure. Based on the student's score above, there was improvement in first cycle. All of the students were increase from pre-test to post-test 1 but, some students get just right same with KKM. Then the researcher did cycle 2 to apply Picture series in speaking learning process. There were improvement achievements in post-test cycle 2. All of the students were increase from post-test 1 to post-test 2.

After the researcher implemented the action, the teacher and the collaborators concluded the picture series could improve student's speaking skill. The researcher concludes that there was improvement in student's speaking achievement. The researcher concluded that the implementation of picture series in teaching speaking could improve

student's speaking skill of students SMPN Karangpandang in academic years 2017/2018.

The students' feel worries when the teacher asked them to speak in English. They always said that they couldn't speak English, it make them low in motivation to speak English. They were afraid if they misunderstand what they read. They only gave smile or used body language if they cannot answer the question. They often asked their friend to help them. It can be seen from the interview from the researcher and one of the students,

Researcher: bahasa inggris menurut kamu gimana dek?

The student: susah ka, ngucapinya dan bacanya.

Researcher: kalau di minta ngomong pakek bahasa inggris trus maju kedepan kelas gimana?

The student: malu ka, takut salah ngomong, kadang juga gak tau mau ngomong apa soale gak tau artinya ka

(Interview with the student on 12th January 2018)

According to the interview, it can be concluded that the students low motivation. They don't want to try speaking first because they fell more worried. The factor that made them more worried was when they friends lough after one students speak in English and found them have mispronounce. The students shy and will make more mistake when they speak, finally they do not want to speak again. It makes them rarely to practicing speaking. According to Oxford (1990) Practicing is the most

important in this group which can be achieved by repeating, working with sounds and writing, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. It is not necessary to check every word. The adult learners commonly use analyzing and reasoning strategies.

According to the problem above, the researcher try to teach students' speaking used picture series. Wright in Azimah (2008:31) says that picture can play a key role in motivating students, conceptualizing the language. They are using in giving them a reference and helping the discipline the activity. Using the picture series can improve students' interest in speaking. Than if the students interest with speaking, they will improve their motivation to be master in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the result of the research finding and discussion of the research that has been done in SMP N 3 Karangpandan. From the research finding and discussion the previous chapter and referring to the problem statements, it could be drawn the conclusions as follows.

A. Conclusion

Based on the research findings and the discussion results of the research at SMP N 3 Karangpandang about the implementing of a new model, Picture Series to teach speaking skill for the eighth grade students of SMP N 3 Karangpandan. The researcher interfered that students have difficulties when they speak in English, some factor that cause difficulties for students are vocabulary, phoneme, fluency, and awareness. Researchers have found that fluent speaking at the speech level is established after an individual reads a word at least four times using accurate phonologic processing. In other word the second things that cause difficulties is their pronoun or phoneme are so poor. The students are lack of confidents because their pronoun is not good. It became the cause of speaking difficult for them. Students not enjoy, even they speak English they only thing that speaking is difficult.

The researcher need a creative and enjoyable method in teach speaking. Pictures as media of teaching are the best-known sensory aids. Visualization is necessary for younger students because “most activities

for the young learners should include movement and involve the senses. Showing pictures on the board the teacher can also ensure that the students understand the meaning of a word. Because it was new for students, they would interest when study English.

The post-test I was conducted to measure the student's speaking after the treatments using Picture series. The result of post-test 1 score could show that there was an improvement in cycle 1. However only one student passed the standard minimum (KKM), but there was improvement of the students' speak from the pre-test to the post-test 1. The mean score increased from 54.37 to 74.70. It showed that there was an improvement in student's speaking ability. Besides, students were enthusiastic in knowing the meaning and the continues of the story when the researcher teach using picture series in speaking class.

In observing the second cycle, the researcher conducted the post-test two on Monday, January 25th 2018. The post-test 2 was conducted to measure the student's speaking skill after given treatments story telling used picture series. The result of pre –test and post – test 2 score could be seen that there was an improvement. The student's mean score increased from 79.1 in the post – test 1 up to 87.3 in the post-test 2. The increasing of the means core was 5.72.

Moreover the result of the action in the second cycle showed good improvement of the students 'speaking skill. By considering the

improvement, the researcher concluded that picture series could improve the eighth students ‘speaking skill of SMPN 3 Karangpandang.

B. Suggestion

After analyzing and making conclusion about the research, the researcher gives some suggestions in order to make a better improvement.

1. For the students

   After the researcher interviewed them about the speaking difficulties, the students should study hard to reduce their difficulties in class. By well preparation, they will be ready to face it. They also should be active in class, because it improves their communication with others. They will get plus score if they always give contribution. It also makes them more understand what the material about.

2. For the Teacher

   Teachers have to more pay attention to their students‟ condition. When the teachers know the weaknesses of the students, they should change the teaching style. Because of the students more understand Indonesian language than English language; the lecturers should mix both of the languages. Although, they followed English class but they need contain of the material by no speaking English purely. The teacher should teach used modern method and creative so their students feel enjoy when they study English in the class, especially for speaking materials.

3. For The Researcher

The researcher realizes that this research is far from being perfect so the researcher hopes the readers would give any critic and suggestions. The researcher wishes that this research can give contributions for the readers and it will be useful to improve information about the study in linguistic especially about the speaking skill.

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APPENDIX 9

1. List of comprehension between post-test 1 and post-test 2

NO	NAMA	Pretest	Postest 1	Postest 2	KKM
1	INDRA BUDI SANTOSO	45	73	80.1	73
2	KRISNA AHMAD SYAIFUDIN	43	75	88.3	73
3	MELISA PUTRI RAMAHWATI	60	79	87.3	73
4	MIATI TRI HASTUTI .	43	79	86.3	73
5	SASMITO NUGROHO	67	78	88.7	73
6	SEPTIA MAWARTI	65	75	87.2	73
7	WIWIN HANDAYANI	67	73	87.3	73
8	YULIA DWI PUJI P.	42	75	86.3	73
9	ZAKIA GARNIS PERMATA INDAH	38	76	85.3	73
10	ADITYA PRATAMA PUTRA	38	72	83.7	73
11	ANAS TASYA FEBRIYANTI	56	71	94.7	73
12	ANDIKA KURNIAWAN	59	76	85.4	73
13	ARYL FADILATUL KHOIRUL ANWAR	66	75	88.3	73
14	AUREL ANASTASYA PUTRI	54	75	89.7	73
15	DAVA ADI SAPUTRA	69	70	92.3	73
16	DAVIT FEBRI SAPUTRO .	55	75	83.7	73
17	DEAK PRAYOGA	65	73	87.3	73
18	DENI SETIA PAMUNGKAS	57	71	85.7	73
19	DIKI DAMARA	43	70	86.7	73
20	DINAR BANGKIT RAMDANI	37	74	79.7	73
21	DYRAFICA SHYRELLA PUTRI	41	77	81.7	73
22	ELISTYAN VENUS KRISTIANI	42	74	90.7	73
23	FAJAR DWI PRASTIYO	42	79	87.3	73
24	FAJAR FEBRIYANTO	43	78	83.3	73
25	FEBRI ARDIYANSYAH	45	76	89.1	73
26	FEBRIAN BAGUS SAPUTRO	56	78	87.7	73
27	FITA NUR ROCHMAH	55	76	88.3	73
28	GILANG ARDANA	57	72	90.3	73
29	GIYANITA CHER VILIANA	56	76	83.7	73
30	HANIF ANDRIYANSYAH	65	70	88.7	73
SUM		1571	2241	2604.8	
MEAN		55	75	87.3	

APPENDIX 8

1. List of students score in post-test 2

NO	NAMA	Posttest	KKM	Pass/ F
1	INDRA BUDI SANTOSO	80.1	73	Pass
2	KRISNA AHMAD SYAIFUDIN	88.3	73	Pass
3	MELISA PUTRI RAMAHWATI	87.3	73	Pass
4	MIATI TRI HASTUTI .	86.3	73	Pass
5	SASMITO NUGROHO	88.7	73	Pass
6	SEPTIA MAWARTI	87.2	73	Pass
7	WIWIN HANDAYANI	87.3	73	Pas
8	YULIA DWI PUJI P.	86.3	73	Pas
9	ZAKIA GARNIS PERMATA INDAH	85.3	73	Pas
10	ADITYA PRATAMA PUTRA	83.7	73	Pas
11	ANAS TASYA FEBRIYANTI	94.7	73	Pas
12	ANDIKA KURNIAWAN	85.4	73	Pas
13	ARYL FADILATUL KHOIRUL ANWAR	88.3	73	Pas
14	AUREL ANASTASYA PUTRI	89.7	73	Pas
15	DAVA ADI SAPUTRA	92.3	73	Pas
16	DAVIT FEBRI SAPUTRO	83.7	73	Pa
17	DEAK PRAYOGA	87.3	73	Pa
18	DENI SETIA PAMUNGKAS	85.7	73	Pa
19	DIKI DAMARA	86.7	73	Pa
20	DINAR BANGKIT RAMDANI	79.7	73	Fa
21	DYRAFICA SHYRELLA PUTRI	81.7	73	Pa
22	ELISTYAN VENUS KRISTIANI	90.7	73	Pa
23	FAJAR DWI PRASTIYO	87.3	73	Pa
24	FAJAR FEBRIYANTO	83.3	73	Pa
25	FEBRI ARDIYANSYAH	89.1	73	Pa
26	FEBRIAN BAGUS SAPUTRO	87.7	73	Pa
27	FITA NUR ROCHMAH	88.3	73	Pa
28	GILANG ARDANA	90.3	73	Pa
29	GIYANITA CHER VILIANA	83.7	73	Pa
30	HANIF ANDRIYANSYAH	88.7	73	Pa
SUM		2604.8		
MEAN		87.3		

APPENDIX 7

1. List of students score in post-test 1

NO	NAMA	Pretest	postest	Increase
1	INDRA BUDI SANTOSO	45	73	Increa
2	KRISNA AHMAD SYAIFUDIN	43	75	Increa
3	MELISA PUTRI RAMAHWATI	60	79	Increa
4	MIATI TRI HASTUTI .	43	79	Increa
5	SASMITO NUGROHO	67	78	Increa
6	SEPTIA MAWARTI	65	75	Increa
7	WIWIN HANDAYANI	67	73	Increa
8	YULIA DWI PUJI P.	42	75	Incre
9	ZAKIA GARNIS PERMATA INDAH	38	76	Incre
10	ADITYA PRATAMA PUTRA	38	72	Incre
11	ANAS TASYA FEBRIYANTI	56	71	Incre
12	ANDIKA KURNIAWAN	59	76	Incre
13	ARYL FADILATUL KHOIRUL ANWAR	66	75	Incre
14	AUREL ANASTASYA PUTRI	54	75	Incre
15	DAVA ADI SAPUTRA	69	70	Incre
16	DAVIT FEBRI SAPUTRO	55	75	Incre
17	DEAK PRAYOGA	65	73	Incre
18	DENI SETIA PAMUNGKAS	57	71	Incr
19	DIKI DAMARA	43	70	Incr
20	DINAR BANGKIT RAMDANI	37	74	Incr
21	DYRAFICA SHYRELLA PUTRI	41	77	Incr
22	ELISTYAN VENUS KRISTIANI	42	74	Incr
23	FAJAR DWI PRASTIYO	42	79	Incr
24	FAJAR FEBRIYANTO	43	78	Inc
25	FEBRI ARDIYANSYAH	45	76	Inc
26	FEBRIAN BAGUS SAPUTRO	56	78	Inc
27	FITA NUR ROCHMAH	55	76	Inc
28	GILANG ARDANA	57	72	Inc
29	GIYANITA CHER VILIANA	56	76	Inc
30	HANIF ANDRIYANSYAH	65	70	Inc
SUM		1571	2241	
MEAN		37	70	

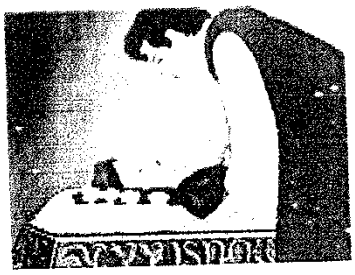
APPENDIX 6

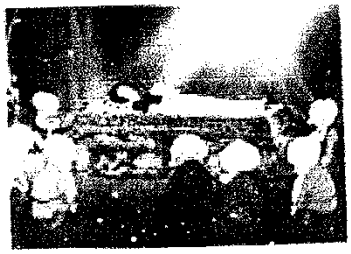
1. List of students score in pre-test

NO	NAMA	Pretest	KKM	Pass/ Fai
1	INDRA BUDI SANTOSO	45	73	F
2	KRISNA AHMAD SYAIFUDIN	43	73	F
3	MELISA PUTRI RAMAHWATI	60	73	F
4	MIATI TRI HASTUTI .	43	73	F
5	SASMITO NUGROHO	67	73	F
6	SEPTIA MAWARTI	65	73	F
7	WIWIN HANDAYANI	67	73	F
8	YULIA DWI PUJI P.	42	73	F
9	ZAKIA GARNIS PERMATA INDAH	38	73	F
10	ADITYA PRATAMA PUTRA	38	73	F
11	ANAS TASYA FEBRIYANTI	56	73	F
12	ANDIKA KURNIAWAN	59	73	F
13	ARYL FADILATUL KHOIRUL ANWAR	66	73	F
14	AUREL ANASTASYA PUTRI	54	73	F
15	DAVA ADI SAPUTRA	69	73	F
16	DAVIT FEBRI SAPUTRO	55	73	F
17	DEAK PRAYOGA	65	73	F
18	DENI SETIA PAMUNGKAS	57	73	F
19	DIKI DAMARA	43	73	F
20	DINAR BANGKIT RAMDANI	37	73	F
21	DYRAFICA SHYRELLA PUTRI	41	73	F
22	ELISTYAN VENUS KRISTIANI	42	73	F
23	FAJAR DWI PRASTIYO	42	73	F
24	FAJAR FEBRIYANTO	43	73	F
25	FEBRI ARDIYANSYAH	45	73	F
26	FEBRIAN BAGUS SAPUTRO	56	73	F
27	FITA NUR ROCHMAH	55	73	F
28	GILANG ARDANA	57	73	F
29	GIYANITA CHER VILIANA	71	73	F
30	HANIF ANDRIYANSYAH	65	73	F

APPENDIX 5

Arranges the picture, make a short story and retell the story to your friends!





4. Fourth meeting

Date : Monday, 25th January 2018

Place :VIIIA

Time :10.00

The fourth meeting was held on Monday, January 25th 2018. It was the las treatment and post-test 2. It started at 10.00 a.m. the researcher open the class an checked the student's attendance. The researcher also said that day was the la day of the researcher and rehearsal before performance. The researcher asked the students to prepare their properties for theirs performance. The students brin a picture that they prepare it from home. The students come one by one inform the class, and the researcher give the last score.

the student's attendance one by one. Next the researcher asked the students to practice story telling used the picture.

b. Main activity

During the student's rehearsal, the researcher asked the audience (the other students) to focuses on their friends perform because sometimes the researcher would ask them to in front and practice their own story. After all students performed, all of the students clapped their hands to raise their happiness after doing retelling. The last step was confirmation. The researcher asked the students whether the part which they were confused. The researcher also checked their understanding about the story before performance.

c. Closing

In this phase, the researcher gave conclusion of the materials to the students. The researcher also gave motivation to the students for the braveness in asking, reading, or the activeness in the class. The researcher also informed the students to find out some pictures at home than make a short story based on the picture because it would be conduct post-test in the next day. Finally, the researcher closed the lesson.

students performed, all of the students clapped their hands to raise thei happiness after doing retelling. The last step was confirmation. The researche asked the students whether the part which they were confused. The researche also checked their understanding about the story before performance.

c. Closing

During the student's rehearsal, the researcher asked the audience (th other students) to focuses on their friends perform because sometimes th researcher would ask them to in front and practice their own story. After a students performed, all of the students clapped their hands to raise the happiness after doing retelling. The last step was confirmation. The researche asked the students whether the part which they were confused. The researche also checked their understanding about the story before performance.

3. Third meeting

Date : Thursday, 22th January 2018

Place :VIIIA

Time :10.00

a. Opening

When the researcher came to the class, the students were ready study. The researcher starts the lesson with praying together. That day was special day, because the researcher would teach in class 70 minutes. Besid that, in this meeting the researcher conducted the class a picture and son properties to help students in storytelling. The researcher makes the class mo

c. Closing

The researcher asked the students to study hard and practice thei English. The researcher also gave motivation for the students to study Englis at their home. At the end, the researcher asked the students to sa "Alhamdulillah" for today and said "Wassalamu'allaikum, see you next day".

2. Second Meeting

Date :Monday, 15th 2018.

Place :VIIIA

Time :10.00 am

a. Opening

When the researcher came to the class, the students were ready study. The researcher greeting with the students in 5 minutes and begun less with pray together. That day was a special day, because the researcher wou teach in class 90 minutes. Besides that, in this meeting the researc conducted the class with some picture of view to bring easy atmosphere in t class. Next the researcher asked to the students comes in front of the class a retelling the story used the picture. The researcher asked that they should lo the picture carefully and tried to arrange a story based on the picture.

b. Main activity

During the student's rehearsal, the researcher asked the audience (other students) to focuses on their friends perform because sometimes

FIELD NOTE CYCLE 2

1. First Meeting

Date : Thursday, 11th 2018

Place :VIIIA

Time : 10.00 am

a. Opening

When the researcher came to the class, the students were ready t study. The researcher greeting with the students in 5 minutes and begun lesso with pray together. That day was a special day, because the researcher woul teach in class 90 minutes. Besides that, in this meeting the researche conducted the class with some picture of view to bring easy atmosphere in th class. Next the researcher asked to the students comes in front of the class ar retelling the story used the picture. The researcher asked that they should loo the picture carefully and tried to arrange a story based on the picture.

b. Main Activity

During the student's rehearsal, the researcher asked the audience (t other students) to focuses on their friends perform because sometimes t researcher would ask them to in front and practice their own story. After students performed, all of the students clapped their hands to raise th happiness after doing retelling. The last step was confirmation. The researcl asked the students whether the part which they were confused. The researcl also checked their understanding about the story before performance.

researcher asked if the students should be practice in front of the class, telling their friends the story based on the picture. This step to know the improvement o student's speaking.

b. Main activity

The students come in front of the class and gave a picture series. The should retell the story used picture series to help them speak up. The researche was helped students if the story not connected with the picture. Sometimes th researcher gave a clue for students about the picture. It can make students fe confident went they were story telling by using picture series. The class becam more active when the students tried to explain the story based on the picture. The feel more interested with the picture. The class became easier for them.

c. Closing

The researcher does some evaluations and gives motivation to t students. The researcher close the meeting by asking the students to s "Hamdallah" together. Then the researcher said goodbye.

students attendance one by one. Then the researcher asked to submit the homework from the previous meeting.

b. Main Activity

In the main activity, the researcher asked the students th definition of narrative text . all of the student said together "I don't kno miss". After that the researcher mention the meaning of narrative text an kind of narrative text. In the rest of the time rememorized simple pa tense, the researcher has a good idea with make good idea to make a qui The student must have one sentence of simple past tense when the eras stop in front of the student

c. Closing

Before the researcher ended the classroom process, the research asked about the students, opinions and difficulties. The researcher als asked the students to prepare the test for next meeting.

3. Third Meeting (Post test 1)

Date : Tuesday, 9th January 2018

Place :VIIIA

Time :07.00 am

In this meeting, the researcher gave post-test 1 for the student's to know t students, achievement in speaking after given treatment.

a.Opening

The researcher greeted and checked the student's attendance. T researcher informed the student if that day the researcher the next day. T

to discuss about simple past tense on the picture series story. More student confuse about the command from researcher "what do you mean miss?", the the researcher explained the simple past tense before the students start discuss After that the students understood about the purpose the researcher, then all c students discuss to establish simple past tense on the picture strip story.

c. Closing

In closing activities the researcher made the students assignment a their home work. Before ended the classroom activity, the researcher evaluat the teaching learning process. The researcher asked the students about how their feeling in teaching learning process on that day. They answered that th teaching learning process on that day was so interest. The researcher also giv a motivation to the students that English is fun and easy lesson. The researcher said that they have to love and practice English in their daily life, they want to be able to speak English.

2. Second Meeting

Date : Wednesday, 4th January 2018

Place :VIIIA

Time :10.00 am

a. Opening

The researcher opened the lesson by saying "Assalamu'alaikum The students answered "wa'alaikumsalalm". The researcher also asked t condition of the students by saying " how are you today?", then t students answered "I am fine". After that the the researcher checked t

FIELD NOTE CYCLE 1

a. First Meeting

Date : **Tuesday, 2th January 2018**

Place :VIIIA

Time :07.00 am

a. Opening

In this meeting, the researcher opened the lesson by saying "Assalamu'alaikum". The students answered "wa'alaikumsalalm". The researcher also asked the condition of the students by saying " how are you today?", then the students answered "1 am fine". After that the the researche cheked the student's, attendance by calling the student's name one by one a the attendance list.

After the researcher finished on checking the students attendance, th researcher mention about material we learn, and announce about the test i last cycle to make mini drama. The researcher explained about mini drama Mini drama such a drama but it is little duration, maybe conduct to 1 minutes.

b. Main Activity

In the main activity, the researcher divided the students into a ne group that divided use "arisan" (piece of paper that roll in a class than t students take one in a glass). The researcher shown a piece of picture sto story then the student guess it. The researcher ask " what is the title?" t

picture strip story to the students. So that the student discuss it with their group about plot of the story with their own word. The instruction of the researcher. every member of the group must have describe the plot of the story two sentence with their own word. Third activities , when the students finish their discussion. The students perform mini drama in on front of class . The researcher and the teacher gave a different score to every member.

c. Closing

In the closing, the researcher asked the difficulties of the meeting. The researcher finished the meeting by saying hamdallah and goodbye

FIELD NOTE PRE-TEST

Date :Monday, 1st January 2018

Place :VIIIA class

Tiime :07.00 am

a. Opening

The day met a students of A class of eighth grade of SMPN 3 Karangpandan the were very exited when they met with the researcher. The researcher opened th meeting by saying "Assalamualaikum", the students answere "wa'alaikumsalam". The researcher also asked the students of the students b saying "how are you?", then the students answered " i am fine". At the time, th researcher introduce her self and gave some questions when the students want t know the researcher. After that, the researcher check the student attendanc Before beginning the lesson, the researcher asked the leader of the class to lea him friends to pray together.

b. Main Activity

In the main activity, the researcher gives some direction to the students. First, th researcher divide the students into some group. Every group consist of 5 memb students. After that the researcher showed a piece of picture strip story random and asked the student to guess title of story. Every students know that the sto

APPENDIX 4

FIELD NOTE PRE OBSERVATION

Date :Monday, 18th December 2017

Place :VIIIA class

Time : 10.00 am

First day met with student of A class of Eighth grade of SMPN 3 Karangpanda
They are curious about the researcher. The researcher observe the students activi
in class when their teacher was teaching. The students follow instructions the
teacher. Some students speak with noisy with their friends. After class over, t
researcher approach the students to ask them. Some students said, the Engli
lesson is boring because they are always follow the teacher instructions. Son
students feel that speak English is very difficult to speak clearly. Some studer
said habit of they are to speak Javanese than Bahasa make them very difficult
transfer bahasa to English, that make some students less vocabulary.

	sentences or expressions			
4	Occasional grammar slip or incorrect grammatical sentences or expression	Produce word with mostly correct pronunciation there is any error	Good range of vocabulary	Speaks occasional re
3	Makes obvious grammar mistakes or makes some grammar mistakes	Produced word with some errors pronunciation	Adequate but not rich vocabulary	Speaks at le hesitantly wi repetitions
2	Mistakes in basic grammar or no correct grammatical expressions	May have many storm g foreign accents or produce word with too many errors pronunciation	Has poor vocabulary	Speaks slow very hesita frequent rep
1	Little or no langue produced			Little or communicat

Karanganyar, 201

Researcher,

(Putri Wimanda CN)

g. Murid-murid berdiskusi untuk memecahkan masalah dengan ca membagi peran, membaca, bertukar peran, dan pengulangan dialog

h. Setiap kelompok tampil kedepan kelas untuk menampilkan hasi diskusi kelompoknya.

i. Guru mengkontrol jalannya diskusi

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

a. bersama-sama dengan peserta didik dan/atau sendiri membua rangkuman/simpulan pelajaran

b. melakukan penilaian dan/atau refleksi terhadap kegiatan yang suda dilaksanakan secara konsisten dan terprogram

c. memberikan umpan balik terhadap proses dan hasil pembelajaran

F. Sumber belajar

4. Buku teks yang relevan.
5. Gambar-gambar yang relevan

G. Penilaian

1. Teknik :tes lisan/oral test
2. Bentuk :perfomence
3. Pedoman penilaian

Accuracy :1-5
Fluency :1-5
Pronunciation :1-5
Grammar :1-5

Rubrik Penilian dari Ur (1996: 135)

SCORE	ACCURACY			FLUE
	GRAMMAR	PRONUNCIATION	VOCABULARY	
5	Virtually no grammar mistakes or uses correct	Produced word with correct and clear pronunciation	Used wide vocabulary appropriately	Speaks flue rare repetiti

C. Penggunakan struktur kalimat yang tepat dan benar

B. Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

C. Materi Pembelajaran

Cerita narrative

A. Snow White

B. Generic structure

C. Unsur Intriksik

D. Unsur Eksrinsik

D. Metode Pembelajaran

Picture series

E. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

1) Salam Pembuka

2) Mengecek kehadiran siswa

3) Memotivasi siswa

4) Memberitahu siswa mengenai materi yang akan dibahas

2. Kegiatan Inti

a. Guru membentuk kelompok siswa yang anggotanya 5orang

b. Guru menunjukan potongan gambar dari teks narrative yang diacak

c. Guru memberikan picture series story kepada setiap kelompok unt berdiskusi

d. Murid-murid berdiskusi dengan arahan guru

e. Murid-murid menentukan unsur intrinsik dn ekstrinsik pada te narrative

f. Murid-murid dengan arahan guru mempelajari generic structure pa

RPP Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS	: SMPN 3 Karangpandan
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	:
	10. Mengungkapkan makna dalam teks lisa fungsional dan monolog pendek sederhar berbentuk *recount,* dan *narrative* untu berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	:
	10.2 Mengungkapkan makna dalam monol pendek sederhana deng menggunakan ragam bahasa lisan seca akurat, lancar, dan berterima unt berinteraksi dengan lingkungan sekitar dala teks berbentuk *recount* dan *narrative*
Jenis teks	: monolog *narrative/recount*
Tema	: *The Actor*
Aspek/Skill	: Berbicara
Alokasi Waktu	: 5 x 45menit (3xpertemuan)

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

A. Menceritakan kembali teks tersebut dengan bahasa mereka sendiri

	expressions			
4	Occasional grammar slip or incorrect grammatical sentences or expression	Produce word with mostly correct pronunciation there is any error	Good range of vocabulary	Speaks occasional repetition
3	Makes obvisious grammar mistakes or makes some grammar mistakes	Produced word with some errors pronunciation	Adequete but not rich vocabulary	Speaks at l hesitantly some repet
2	Mistakes in basic grammar or no correct grammatical expressions	May have many stron g foreign accents or produce word with too many errors pronunciation	Has poor vocabulary	Speaks slo very hesita frequent re
1	Little or no langue produced			Little o communica

Karanganyar, 201

Researcher,

(Putri Wimanda CN)

g. Murid-murid berdiskusi untuk memecahkan masalah dengan ca membagi peran, membaca, bertukar peran, dan pengulangan dialog

h. Setiap kelompok tampil kedepan kelas untuk menampilkan hasi diskusi kelompoknya.

i. Guru mengkontrol jalannya diskusi

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

A. bersama-sama dengan peserta didik dan/atau sendiri membua rangkuman/simpulan pelajaran

B. melakukan penilaian dan/atau refleksi terhadap kegiatan yang suda dilaksanakan secara konsisten dan terprogram

C. memberikan umpan balik terhadap proses dan hasil pembelajaran

F. Sumber belajar

a. Buku teks yang relevan.

b. Gambar-gambar yang relevan

G. Penilaian

1) Teknik :tes lisan/oral test

2) Bentuk :perfomence

3) Pedoman penilaian

Accuracy :1-5

Fluency :1-5

Pronounciation :1-5

Grammar :1-5

SCORE	ACCURACY			FLUE
	GRAMMAR	PRONUNCIATION	VOCABULARY	
5	Virtually no grammar mistakes or uses correct grammatical sentences	Produced word with correct and clear pronunciation	Used wide vocabulary appropricately	Spe fluently repetition

C. Penggunakan struktur kalimat yang tepat dan benar

B. Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

C. Materi Pembelajaran

Cerita narrative

A. Cinderella

B. Past tense

C. Jenis-jenis teks narrative

D. Metode Pembelajaran

Picture Series

E. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

a. Salm pembuka

b. Mengecek kehadiran siswa

c. Memotivasi siswa

d. Memberitahu siswa mengenai materi yang akan dibahas

2. Kegiatan Inti

a. Guru membentuk kelompok siswa yang anggotanya 5orang

b. Guru menunjukan potongan gambar dari teks narrative yang diacak

c. Guru memberikan picture series story kepada setiap kelompok unt berdiskusi

d. Murid-murid berdiskusi dengan arahan guru

e. Murid-murid menentukan S+P+O/Keterangan waktu pada te narrative

f. Murid-murid dengan arahan guru mempelajari macam-macam te narrative

RPP Cycle I

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS : SMPN 3 Karangpandan

Kelas/Semester : VIII (Delapan) / 2

Standar Kompetensi :

10. Mengungkapkan makna dalam teks lisa fungsional dan monolog pendek sederhan berbentuk *recount,* dan *narrative* untu berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

10.2 Mengungkapkan makna dalam monolo pendek sederhana denga menggunakan ragam bahasa lisan seca akurat, lancar, dan berterima untu berinteraksi dengan lingkungan sekitar dala teks berbentuk *recount* dan *narrative*

Jenis teks : monolog *narrative/recount*

Tema : *The Actor*

Aspek/Skill : Berbicara

Alokasi Waktu : 5 x 45menit (3xpertemuan)

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

A. Menceritakan kembali teks tersebut dengan bahasa mereka sendiri

4	Occasional grammar slip or incorrect grammatical sentences or expresion	Produce word with mostly correct pronunciation there is any error	Good range of vocabulary	Speaks occasional repetition
3	Makes obvisious grammar mistakes or makes some grammar mistakes	Produced word with some errors pronunciation	Adequete but not rich vocabulary	Speak lenght or he with repetitions
2	Mistakes in basic grammar or no correct grammatical expressions	May have many strong foreign accents or produce word with too many errors pronunciation	Has poor vocabulary	Speal slowly an hesitant frequent re
1	Little or no langue produced			Little communica

8.

Karanganyar, 2016

Researcher,

(Putri Wimanda CN)

3. **Kegiatan Penutup**

Dalam kegiatan penutup, guru:

A. Bersama-sama dengan peserta didik dan/atau sendiri membua rangkuman/simpulan pelajaran

B. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudal dilaksanakan secara konsisten dan terprogram

C. Memberikan umpan balik terhadap proses dan hasil pembelajaran

6. Sumber belajar

a. Buku teks yang relevan.

b. Gambar-gambar yang relevan

7. Penilaian

1) Teknik :tes lisan/oral test

2) Bentuk :perfomence

3) Pedoman penilaian

Accuracy :1-5

Fluency :1-5

Pronounciation :1-5

Grammar :1-5

SCORE	ACCURACY			FL
	GRAMMAR	PRONUNCIATION	VOCABULARY	
5	Virtually no grammar mistakes or uses correct grammatical sentences or expresions	Produced word with correct and clear pronunciation	Used wide vocabulary appropricately	Spea fluently w repetition

B. Mengungkapkan pronunciation untuk teks narrative

C. Penggunakan struktur kalimat yang tepat dan benar

2. **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

3. **Materi Pembelajaran**

Cerita narrative

A. Timun mas

4. **Media Pembelajaran**

Picture series

5. **Langkah-langkah Kegiatan**

1. **Kegiatan Pendahuluan**
   a. Salam pembuka
   b. Mengecek kehadiran siswa
   c. Memotivasi siswa
   d. Memberitahu siswa mengenai materi yang akan dibahas
2. **Kegiatan Inti**
   a. Guru membentuk kelompok siswa yang anggotanya 5orang
   b. Guru menunjukan potongan gambar dari teks narrative yang diacak
   c. Guru memberikan picture strip story kepada setiap kelompok untul berdiskusi
   d. Murid-murid berdiskusi untuk memecahkan masalah dengan ca membagi peran, membaca, bertukar peran, dan pengulangan dialog
   e. Setiap kelompok tampil kedepan kelas untuk menampilkan hasi diskusi kelompoknya.
   f. Guru mengkontrol jalannya diskusi

APPENDIX 3

RPP Pre-Test

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS	: SMPN 3 Karangpandan
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	:
	10. Mengungkapkan makna dalam teks lisa fungsional dan monolog pendek sederhan berbentuk *recount,* dan *narrative* untu berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	:
	10.2 Mengungkapkan makna dalam monolo pendek sederhana denga menggunakan ragam bahasa lisan seca akurat, lancar, dan berterima untu berinteraksi dengan lingkungan sekitar dala teks berbentuk *recount* dan *narrative*
Jenis teks	: monolog *narrative/recount*
Tema	: *The Actor*
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 45menit (1xpertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		4. Menceritakan kembali kegiatan / pengalaman atau teks narative yang pernah didengar Menceritakan berdasarkan foto atau Gambar cerita populer.						
Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*	recount. 4. Tata Bahasa - Simple Past tense - Past continuous tense - temporal conjuntions - Connective words - Adverbs - Adjectives 5.Kosa kata - kata terkait tema dan jenis teks 6.Ungkapan baku - Really? - That's terrible - How Then ?	kebahasaan teks recount dan narrative *h. simple past* *i. past continuous* *j. temporal conjunctions* *k. connective words* *l. adverbs* m. *adjectives* 3. Melakukan percakapan terkait kegiatan yang dialami atau cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: *Really? That's terrible!, How then?,*				*given.*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		membeli / menggun-akan produk terten-tu E. Membahas gambit-gambit yang sering muncul dalam teks fungsional terkait F. Membuat secara lisan: f. Notice g. Iklan						
Mengungkap kan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar	1.Teks monolog berbentuk recount dan *narrative*. 2.Ciri-ciri kebahasaan teks narrative dan recount.	1. Review kosakata dan tata bahasa terkait jenis teks recount dan narrative dngan tema yang dipilih 2. Membuat kalimat sederhana	- Melakukan monolog pendek sederhana dalam bentuk *narrative* dan *recount*	Unjuk kerja	Uji Petik berbicara	1. *Tell us briefly what you did yesterday* 2. *Retell a story that you know very well.* 3. *Tell a story based on the series of a*	8 x 40 menit	1.Buku teks yang relevan 2.Gambar yang relevan 3.Benda sekitar 4. Buku cerita dalam bahasa Inggris

ENDIX 2

SILABUS PEMBELAJARAN

iah : SMPN 3 Karangpandan
: VIII (Delapan)
Pelajaran : Bahasa Inggris
ester : 2 (Dua)
dar Kompetensi : Berbicara

1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan	1.Teks fungsional pendek : - Notices - Iklan 2. Tata Bahasa - Imperatives - Comparison 3. Kosakata - Kata terkait tema dan jenis teks	C. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi D. Membuat kalimat sederhana untuk: d. Memberi perhatian (Notice)	h. Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat i. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Unjuk kerja	*Uji petik berbicara*	*(4) Give suitable notices based on the pictures* *(5) Make simple advertisments based on the pictures*	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bentuk khusus: n. undangan o. pengumuman p. pesan singkat

29	1951	RIZKA AMELIA ADITAMA	P
30	1952	RIZKY DWI WARTOMO	L
31	1956	SAMDANI	L
32	1962	SEPTIA PUTRI YOLANDA	P
33	1966	SURYA INDRIANA	P
34	1981	YUHA SHULHAN MEIDWIYANTO	L

APPENDIX 1

NO	NIS	NAMA SISWA	
1	1843	AURIL PRAMUDITA	L
2	1870	FAJAR DWI PRASETYO	L
3	1874	FARID HERMAWAN SOLEH	L
4	1875	FARY ISMAIL MUSTOFA	L
5	1883	GEVAN YAMMINASFA PRIMULYAN E.S.	L
6	1887	HANTER KUKILO	L
7	1888	HARLAN BUDI S.	L
8	1889	HARYONO	L
9	1890	HENDRI SUTRISNO	L
10	1893	ICHA MUTIARA SARI	P
11	1894	ILYAS MUKLIS ALFIAN	L
12	1901	JOKO PRASETYO	L
13	1903	JUNIOR BAGUS PRASETYO	L
14	1905	KHUSNUL AULIA	P
15	1906	KILMI HAZLINA AHYATI	P
16	1908	KOMANG PUNGKI UTOMO	L
17	1911	LANDO PURNAMA PUTRA	L
18	1914	LUTFI GILANG PRAYOGA	L
19	1916	MAHENDRA DEDIANA	L
20	1917	MANDA MITA PRASTIKA	P
21	1920	MARETA TATAK PURNAMA	L
22	1927	MUHAMAD EGA ARDIAN	L
23	1928	MUHAMMAD DANDY PUTRAMAN	L
24	1933	NIKEN DYAH UTAMI	P
25	1938	PONCO NUR AGUNG PRAMBUDI	L
26	1939	PURWADI ADI NUGROHO	L
27	1940	PUTRI NUR AISYAH	P

APPENDIX 10

1. Description of post - test 1 and post – test 2

a. Post-test 1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest	30	80	95	86.83	3.312
Valid N (list wise)	30				

b. Post-test 2

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
post	30	37	69	52.37	10.391
pretest	30	70	79	74.70	2.756
Valid N (list wise)	30				