

**IMPROVING THE SPEAKING SKILL OF GRADE EIGHT
STUDENTS AT MTS TAHFIZH AL MADINAH MALANG
THROUGH PICTURE SERIES**

THESIS



BY

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ABSTRACT

Trisdianti, Rizki. 2020. Improving the Speaking Skill Of Grade Eight Students at MTS TahfizhAl Madinah Malang Through Picture Series. Thesis, English Education Department, Postgraduate Program, Islamic University of Malang, Advisor: (1) Siti Rohani, S.Pd., M.Pd., Ph.D.

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Speaking is one of the important skills for the students, because it plays an important role in communication. It is a complex skill which needs the understanding and mastering of language components such as pronunciation, grammar (structure), and vocabulary. Teaching speaking in English is very complicated. Many Junior High School students have problems in speaking. In the preliminary study conducted at MTS Tahfizh Al Madinah Malang, the researcher found that the students' speaking ability was low. The students average score in speaking ability was 68, but the passing grade was 75. Most students tended to be passive to use English either in asking some questions to the teacher or in answering the questions given by the teacher. This condition inspired the writer to find out the constructive solution of this low achievement problem. The writer believes that this condition might be influenced by the techniques used by the teacher that cannot arouse the students' interest and motivation. Concerning to the problem above, the writer conducted a classroom action research to the eight level students of Mts Tahfizh Al Madinah Malang by using picture series in teaching speaking.

This study employed Collaborative Classroom Action Research design in which the researcher together with the classroom teacher planned the action. Implemented the action, observed the action, and made the reflection of the action, implemented the action, observed the action, and made the reflection of the action.

This classroom action research consisted of two cycles, in which each cycle covered four main stages including: the planning of the action, the implementation of the action, classroom observation, and reflection. The primary data were taken from the results of speaking test. Meanwhile, the supporting data were gathered from interview and documentation.

The result of the average score of the speaking test in the first cycle was $M=71$. This result did not achieve the target average score in this research that was $M \geq 75$. Besides, the percentage of the students that reached the target score was 63% below the targeted percentage 85%. Therefore, the action were proceeded to the second cycle by revising the first action cycle by giving key words under the pictures. The result of the average score of the speaking test in the second cycle was better, $M=77$. Besides, the percentage of the students' speaking skill that got the target score was 88%. It means that the result of the students' speaking test improved in the second cycle and fulfilled the target of this research.

Based on the results, it could be concluded that the use of picture series could improve the 8th year students' speaking skill at Mts Tahfizh Al Madinah Malang two cycles. Then it is suggested to the English teachers to apply picture series as alternative media in teaching English, especially in teaching of recount text.

CHAPTER I

INTRODUCTION

This chapter is intended to describe the background of the research, the problem of the research, the objective of the research, the scope and limitation of the research, the significances of the research, and the operational definition of the terms.

1.1 Background of the Research

English as an International language is used by many people by around the world to communicate. Communication probably occurs among people in the world to share information, ideas or feeling. Communication activities play an important role in human lives. Communication occurs not only through oral (spoken) language, but it can also be conveyed through written language. Byrne (1986;8) said that communication involves four skills of language, speaking, writing, reading, and listening skill. While the speaker has to prepare the message that will be conveyed in appropriate language, the listener should interpret the message appropriately.

Nowadays, English becomes increasingly important to learn. The transfer of scientific and technological information among nations make English important since most of the information is presented in English. With a good mastery of English, people will be able to communicate in English fluently. They will be able to express their ideas to other in more acceptable English and be able to understand the useful information spoken in English. Realizing this fact Indonesian curriculum has made English as one of the local concern taught of

students of elementary school, and the compulsory subjects taught to students of junior high school. It is because to make education innovation to improve its quality and to improve the human resource quality.

According to the 2013 curriculum, the aim of teaching English as a foreign language in Indonesia, particularly at the junior high school, is to equip the students with the ability to use the target language for communication. To achieve this goal, English teaching is directed toward the development of the students' competences in all language skills. The English curriculum for the eight level students of Mts stated that the objective of studying English is to enable the students to have four skills, namely listening, speaking, reading, and writing. Those skills are presented in harmony since one skill support the other skill. Therefore, English should be taught in meaningful context. This means that English should be taught side by side with the appropriate vocabulary and grammar as well as pronunciation and spelling. The students are expected to use English as a means of communication both in oral and written forms.

Speaking is one of the important skills for the students to have, and it cannot be neglected because it plays an important role in communication. In fact, it is not easy for the teachers to teach speaking in English. They have important roles and challenging tasks. Teaching speaking means developing the learners' communication ability. The teacher should create an English communication during the classroom of the language teaching which actively involves the students. Little wood (1981:17-18) explained that language teaching and learning can only occur through a natural process when the students involved actively in using the language for communication. It concern the method or the techniques

used in teaching English. In this case, the teacher must be able to set up a conducive situation that prevents students' boredom. That is why Byrne (1986:1) suggest that teacher need to have a clear understanding and enrich their technique or method in teaching oral ability.

More variations of media or technique will help the teacher to stimulate the students' interest to express their ideas in the spoken form. Concerning with this idea, Usman (1995:27) notes that learning could be more effective if some kind of teaching aids are used rather than without using any aids.

Teaching speaking in English is very complicated. Many Junior High school students have problems with speaking. They have difficulties in speaking English or in saying something in English. Furthermore most students tend to be passive to use English either in asking some questions to the teacher or in answering the questions given by teacher. It can be seen in their daily activities, which is mostly speak and learn Arabian Language as a basic of their learning process in this Boarding School. This class condition is necessary to be solved so that the students are active in learning English especially in speaking English in the classroom. One of the ways is to use media such as pictures.

Pictures as one of the media that can be used to present materials are used to develop students' interest in learning English. Wright (1989:2) says that it is important to have as wide range of resources and media, including pictures, as possible in the classroom so that the students will have stimulus for their development.

Picture series as one of the visual aids can help not only to improve all language skills but also to promote a friendly environment in the classroom and to ensure greater students' participation. In practice, the explanation using picture series will lead the students to view curiously and meaningfully on the subject given. Besides that, teaching speaking by using picture series is more meaningful than teaching without using media because with the use of media students can learn and remember the teaching materials more easily.

Based on the condition of Mts Tahfizh Al Madinah the speaking mastery of grade eight students was low. The students' average score in speaking ability is 68, but the passing grade is 75. This condition inspired the writer to find out the constructive solution of this low achievement problem. The writer believes that this condition might be influenced by the techniques used by the teacher that cannot arouse the students' interest and motivation.

Concerning to the problem above, the writer will conduct a classroom action research to grade eight students of Mts Tahfizh Al Madinah by using picture series.

1.2 Problem of the Research

Based on the background above, the problems of this research can be formulated as follows:

“How can the use of picture series as teaching media improve the English speaking ability of grade students at Mts Tahfizh Al Madinah?”

1.3 Objective of the Research

Based on the research problem, the objective of the research can be formulated as follows:

The objective of this research is to identify procedure of using picture series to improve the speaking ability of grade eight at Mts Tahfizh Al Madinah by Using Picture Series.

1.4 Scope and Limitation of the Study

The scope of this research focuses on developing grade eight students' speaking ability in recount text through picture series. The usage of picture series as teaching media in this research is implemented to students of 8 at Mts Tahfizh Al Madinah.

The limitation of this research is that it needs much time to do. We can't do this in one or two meetings because the researcher must observe the improvement of the students after the implementation of picture series in teaching speaking of recount text. And the research can't disturb the activity of teaching learning process. It must follow the curriculum of the subject.

1.5 Significanes of the Research

The result of this research are expected to give some benefits for the following people:

a. Junior High School English Teachers

The result can be used by the English teachers as information or input to improve the teaching speaking and to increase the students' speaking ability through picture series.

b. Students

The action of the research are useful to motivate the students to practice speaking English a lot in the classroom.

c. Other Researchers

The results can be useful for other researchers as information or reference to conduct a further research dealing with speaking ability through picture series, for example, using picture series to increase the speaking ability of senior high school students.

1.6 Operational Definition of the Term

The operational definition is intended to prevent misunderstanding between the researcher and the about the terms used in this research. The terms that are necessary to be defined operationally in this classroom action research are picture series and speaking abilities that consist of pronunciation, structure, vocabulary, fluency and content.

1.6.1 Picture Series

Picture series in this classroom action research refer to more than one picture that shows a series of related activities done by someone. The picture series used in this research are taken from the English textbook that are copied

and distributed to the students by the researcher as the media of teaching speaking.

1.6.2 Speaking Ability

The speaking ability in this research means the students' ability in expressing a set of past events in English orally based on picture series. The ability covers pronunciation ability, structure ability, vocabulary ability, fluency ability, and content ability. Pronunciation ability refers to how to pronounce words or sentences accurately. Structure ability refers to the use of a set of English rules or principles in speaking English through picture series so that students produce grammatically correct sentences. Vocabulary ability refers to the ability in using the appropriate words in speaking English through picture series. Fluency ability refers to the ability of speaking English through picture series without stumbling on the ideas that are related to each other. And content ability refers to the ability in producing appropriate ideas or sentences based on the picture series. The students' score of speaking test based on the five indicator above will indicate the students' speaking ability.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter present conclusion and suggestion that derived from the result of he research findings and discussion elaborated in the preceding chapters. The conclusion deal with the result of he implementation of teaching speaking in recount text using picture series. Meanwhile, he suggestion are directed to the action to be done to follow up the findings of the research.

6.1 Conclusion

In general, based on the findings and discussion of this study, it can be concluded that the use of picture series as teaching media is able to improve the second year students' speaking ability of Mts Tahfizh Al Madinah. It was proved by the result of speaking test through picture series that showed there was an increase of the students that got scores at least 75 from 63% (27) of students in the cycle I to 88% (37) of students in the cycle II.

In particular, the use of picture series was effective to improve the students' speaking ability. It can stimulate and motivate students to speak and lead them to develop their own interpretation about the people or events involved. It can also enhance the students' activeness in joining the class. They become more active in asking questions, answering questions, paying attention, and willingness to speak in front of the class. But, the teachers must remember theories in enjoyable way to prevent students' boredom and the picture series used are appropriate to the material that is going to be thought.

6.2 Suggestion

Based on the result of this classroom action research, some suggestion are given to the following people :

1. The English teacher is suggested to use picture series as the media of teaching speaking to improve the students' speaking ability.
2. Other researchers are suggested to conduct the classroom action research dealing with similar problem to develop the teaching quality and to improve the students' speaking ability.
3. The school is suggested to provide the teaching media such as picture series that can be used by the teacher in teaching English especially speaking ability.

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