

**USING STORY TELLING WITH SEQUENCES OF PICTURE TO
IMPROVE STUDENTS' SPEAKING ABILITY
(A Classroom Action Research at Eighth Graders of SMP N 3 Batu in
Academic year 2014/2015)**

UNDERGRADUATE THESIS

Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*

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ACKNOWLEDGEMENT

Alhamdulillah, by the grace of Allah SWT, the writer has succeeded in finishing this final project. Shalawat is also sent to Prophet Muhammad who had delivered the truth to human beings in general and Muslim in particular.

The writer would like to thank to (1) her supervisor Iswahyuni, M Pd for her valuable guidance, corrections, and suggestions, (2) Devinta Puspita Ratri, M.Pd, as her examiner who has generously contributed her suggestion and criticism for the improvement of this thesis, (3) all lectures of the English Language Education Program who have provided her with skills and knowledge, (4) Djihad, M.K.Pd the headmaster of SMP N 3 Batu, East Java for permitting her to conduct her study in the school and also to the teacher, (5) Haryati, S Pd., who allowed her to carry out the research in her class, the students who willingly contributed their valuable time for the participation in the study, and all of the family of SMP N 3 Batu, East Java, (6) her parents, Mr. and Mrs. Sugiono who has loved, prayed, and supported her wherever and whenever, (7) her younger sister, Eva Aprillia, thank to always remind and accompany her working her study, (8) her friends Afrin, Nia, Marta, Ratna, Rani, Desi, Diwa, Jean, Merinda to support during her study.

Malang, 2015

The Writer

ABSTRACT

Sari, Novil Novita. 2015. **Using Story-telling With Sequences of Picture to Improve Students' Speaking Ability.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Iswahyuni, M.Pd.

Keywords: Speaking skill, Story-telling, Sequences of picture, Narrative

Speaking is not only the oral production of written language. Furthermore, it is used for communicating with others and can be used as a way to express idea face-to-face interaction. Besides, speaking is useful for measuring achievement of language learning. However, speaking is an ability which requires complicated process which dealing with the problem in pronunciation, grammar and fluency. Based on a preliminary study in SMPN 3 Batu, it was identified that the students VIII-C class had problems in speaking. As the result, they had difficulty in pronunciation, grammar and fluency. Besides, they did not participate actively in classroom activity. To solve the problems, the use of story-telling with sequences of picture was proposed to be implemented in teaching speaking, because some researchers had proven that the use of picture was effective to help students both students' speaking ability and participant. This study is conducted in order to improve students' speaking ability at eight graders of SMP N 3 Batu, East Java through story-telling with sequences of picture. This study is related to the result of the preliminary study which showed that students' of SMP N 3 Batu, especially eight C class, were still poor in English speaking skill.

This study used a Classroom Action Research (CAR) which is conducted to solve the students' problem in English speaking. The Classroom Action Research (CAR) was done based on McNiff and Whiteheads' design. The researcher did one cycle which consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the field note and observation checklist. Then, quantitative data were obtained from students' speaking score of preliminary study and post-test. The implementation of story-telling with sequences of picture strategy in teaching speaking involves the following steps: (1) asking the students' to guess the fable, (2) asking the students to arrange the picture, (3) asking the students to make outline of the story, (4) asking the students to perform the story.

The finding of this study indicated that the implementation of story-telling with sequences of picture was successful since the criteria of success were achieved. The criterion was 70% of the students pass the target score ≥ 66 based on the KKM. The finding showed that 75% of the students had already achieved the target score in one cycle. The result of the observation checklist and field note showed that by using story-telling with sequences of picture, it helped the students to be more confidence in telling the story, understand the simple past tense, and active in the teaching learning process as well. In short, it can be concluded that the use of story-telling with sequences of picture improved the students in

learning English especially in speaking ability and their involvement in teaching learning process.

Furthermore, this study was suggested to the English teacher to use this technique in teaching and learning process. It is expected to help the teachers in improving students' speaking ability in narrative text and other genre of text. For the further researcher, it would be excellent to investigate the effectiveness of sequences of picture in improving other skills such as reading and listening.



ABSTRAK

Sari, Novil Novita. 2015. **Studi Tentang Penggunaan Story-telling Dengan Sequences of Picture Untuk Meningkatkan Kemampuan Berbicara.** Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Iswahyuni, M.Pd

Kata Kunci : Berbicara, Bercerita, Gambar berurutan, Teks Naratif

Berbicara tidak hanya produksi lisan bahasa tertulis. Lebih dari itu, berbicara dapat digunakan untuk berkomunikasi dengan orang lain dan dapat digunakan sebagai cara untuk mengekspresikan ide dengan interaksi tatap muka. Selain itu, berbicara juga berguna untuk mengukur prestasi belajar bahasa. Namun, berbicara adalah kemampuan yang membutuhkan proses yang rumit yang berhubungan dengan masalah pengucapan, tata bahasa dan kelancaran. Berdasarkan studi pendahuluan di SMPN 3 Batu, hasil menunjukkan bahwa siswa kelas VIII-C memiliki masalah dalam berbicara. Sebagai hasilnya, mereka mengalami kesulitan dalam pengucapan, tata bahasa dan kelancaran. Lebih dari itu, mereka kurang berpartisipasi secara aktif dalam kegiatan kelas. Untuk memecahkan masalah tersebut, penggunaan bercerita dengan gambar berurutan dipilih untuk diterapkan dalam mengajar berbicara, karena beberapa peneliti telah membuktikan bahwa penggunaan gambar efektif untuk membantu kemampuan berbicara siswa. Penelitian ini dilakukan dalam rangka meningkatkan kemampuan berbicara siswa kelas delapan di sekolah SMP N 3 Batu, Jawa Timur melalui bercerita urutan gambar berurutan. Penelitian ini berkaitan dengan hasil penelitian pendahuluan yang menunjukkan bahwa siswa SMP N 3 Batu, terutama kelas delapan C masih miskin dalam keterampilan berbahasa Inggris.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang dilakukan untuk memecahkan masalah siswa dalam berbahasa Inggris. Penelitian Tindakan Kelas (PTK) ini berdasarkan McNiff dan Whiteheads 'desain. Peneliti ini dilakukan hanya satu siklus yang terdiri dari perencanaan, bertindak, observasi, dan refleksi. Data dikumpulkan melalui data kualitatif dan kuantitatif. Data kualitatif diperoleh dengan menganalisis catatan lapangan dan checklist pengamatan. Kemudian, data kuantitatif yang diperoleh dari skor berbicara siswa dari studi pendahuluan dan post-test. Pelaksanaan bercerita dengan strategi urutan gambar dalam pengajaran berbicara melibatkan langkah-langkah berikut: (1) meminta siswa untuk menebak dongeng, (2) meminta siswa untuk menyusun gambar ke dalam cerita yang baik, (3) meminta siswa untuk membuat garis besar cerita, (4) meminta siswa untuk melakukan cerita.

Temuan penelitian ini menunjukkan bahwa pelaksanaan bercerita dengan urutan gambar berhasil karena kriteria keberhasilan yang dicapai. Kriteria keberhasilan dari penelitian ini adalah 70% siswa mencapai nilai KKM ≥ 66 . Temuan ini menunjukkan bahwa 75,0% dari siswa sudah mencapai target skor dalam satu siklus. Hasil observasi ceklis dan catatan lapangan menunjukkan bahwa dengan menggunakan bercerita dengan urutan gambar membantu para

siswa untuk menjadi lebih percaya diri dalam bercerita, memahami penggunaan tata bahasa, dan aktif dalam proses belajar mengajar. Singkatnya, dapat disimpulkan bahwa penggunaan bercerita dengan urutan gambar telah meningkatkan siswa dalam belajar bahasa Inggris terutama dalam kemampuan berbahasa.

Selanjutnya, penelitian ini disarankan kepada guru Bahasa Inggris untuk menggunakan teknik ini dalam proses belajar mengajar. Hal ini diharapkan dapat membantu para guru dalam meningkatkan kemampuan siswa berbicara dalam teks naratif dan genre teks lainnya. Bagi peneliti selanjutnya, akan sangat baik untuk meneliti efektivitas urutan gambar dalam meningkatkan keterampilan lainnya seperti membaca dan mendengarkan.



TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISORS' APPROVAL	iii
BOARD OF EXAMINERS' APPROVAL	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
ABSTRAK (Bahasa Indonesia)	viii
TABLE OF CONTENT	x
LIST OF TABLE	xii
LIST OF FIGURE	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTIO	1
1.1 Background of the Study	1
1.2 Problem of the Study	5
1.3 Objective of the Study	6
1.4 Definitions of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 The Nature of Speaking	7
2.2 Teaching of Speaking	8
2.3 Types of Classroom Speaking Performanc	8
2.4 Junior High School	10
2.4.1 The Curriculum for Junior High School	10
2.4.2 The Teaching of English at Junior High School	11
2.5 Story-telling	11
2.5.1 Teaching of Speaking Using Story-telling	11
2.5.2 The Benefits of Story-telling	13
2.6 Media	13
2.6.1 Definition of Picture	13
2.6.2 The Advantages and Disadvantages of Pictures	15
2.6.3 The Use of Picture in Teaching Speaking	16
2.7 Previous Study	16
CHAPTER III RESEARCH METHODS	20
3.1 Research Design	20
3.2 Data Sources	25
3.3 Data Collection	26
3.4 Data Analysis	28
CHAPTER IV FINDING AND DISCUSSION	31
4.1 Finding	31

4.1.1 Meeting I	32
4.1.2 Meeting II	33
4.1.3 Meeting III	36
4.1.4 The Test	37
4.1.5 Finding of Observation Checklist	38
4.1.6 The Finding of Test Result	40
4.2 Discussion	44
CHAPTER V CONCLUSION AND SUGGESTION	48
5.1 Conclusion	48
5.2 Suggestion	49
REFERENCES	50
APPENDICES	52



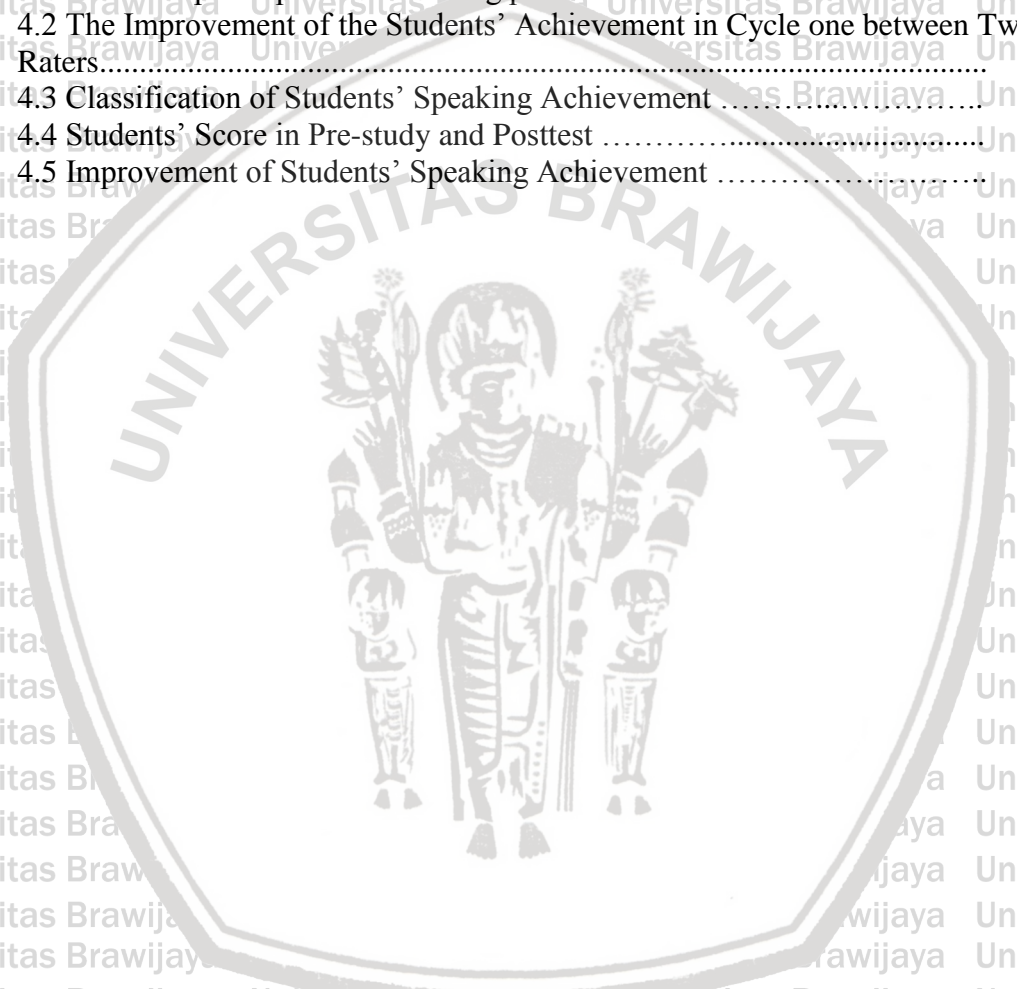
LIST OF TABLE

Table	Page
3.1 Teaching and Learning Procedure.....	23
3.2 Scoring Rubric Speaking Adapted from English book.....	28
3.3 The Score Category System	29
3.4 Description of Scores Category System.....	29
4.1 The Students' Attitude toward Learning Process.....	39
4.2 Inter-rater Reliability of Post Test	41



LIST OF FIGURES

Figures	Page
3.1 Action Research in McNiff & Whiteheads' Design.....	21
3.2 The Steps of The Classroom Action Research.....	22
4.1 Students' participation in learning process.....	40
4.2 The Improvement of the Students' Achievement in Cycle one between Two Raters.....	41
4.3 Classification of Students' Speaking Achievement.....	42
4.4 Students' Score in Pre-study and Posttest.....	43
4.5 Improvement of Students' Speaking Achievement.....	44



LIST OF APPENDICES

Appendices	Page
1. Lesson Plan	52
2. Students' Observation Checklist	75
3. Field Note	76
4. Students' Questionnaire	77
5. Teacher's Interview guideline	79
6. Result of observation checklist on meeting I	80
7. Result of field note on meeting I	81
8. Result of observation checklist on meeting II	83
9. Result of field note on meeting II	84
10. Result of observation checklist on meeting III	86
11. Result of field note on meeting III	87
12. Result of observation checklist on meeting IV	89
13. Result of field note on meeting IV	90
14. Result test of preliminary study	92
15. Result test of posttest	93
16. Result of interview guideline	94
17. Result of questionnaire	96
18. Result observation checklist of preliminary study	99
19. Result field note of posttest	100
20. The students' work sheet	101
21. Scoring rubric	104
22. The Official Letter from Faculty of Culture Studies	105
23. The Official Letter from Dinas Pendidikan Batu	106
24. The Official Letter from Dinas Pendidikan Pemuda dan Olahraga	107
25. The Official Letter from SMPN 3 Batu	108
26. Form of Consultation	109
27. Form of Pengajuan Judul Skripsi	110
28. Documentation	111