THE USE OF PICTURE SERIES TO ENHANCE STUDENTS’ SPEAKING SKILLS FOR THE ELEVENTH GRADE STUDENTS OF MAN TEMANGGUNG IN THE ACADEMIC YEAR OF 2018/2019

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirement for the Degree of Sarjana Pendidikan (S.Pd)

By:
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113-14-014

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2019
DECLARATION

Bismillahirrahmanirrahim

In the name of Allah, the most gracious and the most merciful.

Hereby the research declares that this graduating paper is written by the researcher herself. This paper does not contain any materials published by other people, and it does not cite any other people’s idea except the information from the references.

This declaration is written with the full of concern of the researcher.

Salatiga, March 18th 2019

The researcher,

Usjwah Hasnah
NIM. 11314014
Salatiga, March 20th, 2019

Dr. Setia Rini, M.Pd
The Attentive Counselor's note
Uswatun Hasanah

To the Dean of Teacher Training and Education Faculty

Assalamu'alaikum Wr. Wb

After reading and correcting Uswatun Hasanah's Graduating Paper entitled THE USE OF PICTURE SERIES TO ENHANCE STUDENTS' SPEAKING SKILLS FOR THE ELEVENTH GRADES STUDENTS OF MAN TEMANGGUNG IN THE ACADEMIC YEAR OF 2018/2019, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu'alaikum Wr. Wb

Counselor,

Dr. Setia Rini, M.Pd
NIP. 197505182003122002
A GRADUATING PAPER

THE USE OF PICTURE SERIES TO ENHANCE STUDENTS' SPEAKING SKILLS

FOR THE ELEVENTH GRADE STUDENTS OF MAN TEMANGGUNG IN THE

ACADEMIC YEAR OF 2018/2019

Written by:

IUSWATUN HASANAH
NIM: 11314014

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on Tuesday, April 2nd 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of Examiners

Head : Dr. H Sa’adi, M.Ag
Secretary : Dr. Setia Rini, M.Pd
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Salatiga, April 8th 2019

Head of the Faculty of Teacher Training and Education

M. Nurdina, M.Pd
MOTTO

There has certainly been for you in the Messenger of Allah an excellent pattern for anyone.

(QS. Al-Ahzaab 33:21)
DEDICATION

This graduating paper is sincerely dedicated to:

❖ My beloved parents, “Muhammad Yasin” and “Salbiah”; you are my inspiration and my treasure.
❖ My beloved grandmother “Shofiah”. Thanks for always support and pray for me.
❖ My beloved sisters “Nazili Nurrohmah” and “Vina Nailal Muna” and my beloved brother “Muhammad Roihan Akmal”
❖ My beloved uncle and aunt, “Faisul Qoroni” and “Fiqhiyah” and all of my big family from my father and my mother.
❖ My best partners of graduating paper in Mrs. Setia Rini’s group that support me to finish this graduating paper.
❖ My best friends Nisa’ Azza’roh M. and Yani Septiyani who always help me in many things.
❖ My beloved friends in my rent house Maghfirotul Laila, Aisha Mirani, Ririn Nurfardani, Siti Hidayah, Melleinia Eva, Shaifa, Isna, Umi, Erika, Nining, Wulan gede, Wulan kecil. Thanks for your support and pray.
❖ My beloved partner “Miftakhur Roziqin” who always help me in many things. Thanks for your support and pray.
❖ My big family TBI 2014 that support my education and finish this graduating paper.
❖ And all of people who support me to finish this graduating paper.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Assalamu’alaikum Wr.Wb.

Alhamdulillahirobbil’alamin, all praises be to Allah SWT, the Most Gracious, and The Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and mercy are upon great the Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without supports, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

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6. All of lecturers and staffs of State Institute for Islamic Studies (IAIN) of Salatiga.
7. My teacher counselor of MAN Parakan Temanggung, Mr. Gafur, M.Pd. thank you for your kindness, help, and guidance.

8. All member of MAN Parakan Temanggung, thank you for giving me an opportunity.

Salatiga, March 15th 2019
The writer

Uswatun Hasanah
113-14-014
ABSTRACT


The objectives of the study were to find out the implementation of Picture Series and to know the improvement of students’ speaking skills by using Picture Series for the eleventh grade students of MAN Temanggung in the academic year of 2018/2019. The numbers of subject of the research were 21 students.

The methodology of research was classroom action research. The techniques of collecting data were pre-test and post-test (oral test) to find out the students’ skills by recording technique to find out the students’ pronunciation, intonation, fluency, grammar and vocabulary. The second technique of collecting data was observation to find out the students’, teachers’ activities, and the utilization of Picture Series. The third technique of collecting data was field note to record all the detail activities while doing teaching and learning process in the classroom from the beginning until the end of the teaching learning process.

The writer finds that there was a significant improvement on students’ speaking skills after Picture Series was implemented as media in learning English in cycle I and cycle II. The result of pre-test cycle I was 52.37% of the students who reached the passing grade. The total presentation of the students who did not reach the passing grade in the post-test cycle I was 49.04%. T-test in the cycle I was 4.402 while t-table was 2.086 for df 20 and the significance 5%. Thus the sig. 2 (tailed) value < 0.05 and T-test was bigger than T-table. Thus, action hypothesis was accepted. Meanwhile, in pre-test cycle II there were 16 students who could pass the passing grade, and the presentation was 76.18%. Meanwhile, there were 23.80% who did not reach the passing grade. T-test in the cycle II was 9.954 while T-table showed 2.086 for df 20 and the significance 5%. The sig. 2 (tailed) value < 0.05 and T-test was bigger than T-table. Thus, action hypothesis was accepted. The target presentation of the passing grade had been achieved. The implementation of Picture Series was successful to improve students’ speaking skills.

Key Words: Picture Series, Speaking skills.
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, research questions, objectives of the research, significances of the research, hypothesis and success indicator, research methodology and graduating paper outlines.

A. Background of the Study

Language is one of important things in communication. It means that language is tool to convey massage, thought, opinion, and feeling to other people. A part from the spoken medium language also exists in written form (Aarts, 1997:157). English is one of the international language that is used by many people in the world and in many aspects of life there are politic, economy, social and culture. As an international language, English is very important and has many interrelationship with various aspects of life. In Indonesia, English is considered as the first foreign language from elementary school up to the university level.

It is not easy to teach English in Indonesia. The fact shows that Indonesian students are less to communicate each other using English. Communication is a collaborative venture in which the interlocutors negotiate meaning in order to achieve their communicative ends (Nunan,
1991:47). It caused by different pronunciation, style, culture, etc. with the native language. To overcome this problem, a teacher must be creative in teaching learning process.

Learning English means learning about component language skills. Meanwhile, language skill covers reading, writing, speaking, and listening. According to Kirkgoz (2006:87) the function of English instruction for these grades is to expand basic communicative skill that students have gained through the integration of the four communication skill (listening, speaking, reading, and writing). It is also aimed at broadening the basic communicative skills that students previously acquired at the sentence level to the paragraph level and expanding literacy with short texts. Speaking is the single most important aspect of learning a second of foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Fauziati, 2008: 126). On the contrary, certainly the part of them consider that it give the influence for the bad attitude and participation of the students in class. The fact shows that we will never see their smile in English lesson process, especially in speaking skill, as a consequence the result of the project for the students is not good enough yet.

In the new curriculum, students should be active in the class, and the teacher only becomes a facilitator. So, this is the appropriate strategy to improve the students’ speaking ability.
By the use of Picture Series, the writer hopes the students are able to involve the emotional power to find a new knowledge and motivate to active in the class and improve their self-confidence on English language especially in speaking skills.

Unfortunately, based on the interview with Mr. Gafur on Monday, February 1\textsuperscript{st} 2019, the researcher asked about the most difficult skill in English subject. The teacher said that speaking has become a common trouble in learning English. Speaking is one important skill to be mastered by students. The fact that, students’ speaking skills is not good enough and students have not mastered speaking yet. Based on the interview, the students’ inability to speak English fluently is caused by a number of factors. First, students do not have a lot of vocabularies. Second, the students have low mastery of grammar and pronunciation. Third, the students are afraid of making mistakes, because they never practice to speak English formally or even informally with their friends. Fourth, the students feel embarrassed and sometimes feel confused in stringing up the words to make a good sentence or dialogue. Moreover, they do not feel confident; therefore self confidence is an important way to improve our language skills. Self confidence is related to something spoken or something told. It becomes the main factor in affecting students’ speaking skills and has a crucial contribution in speaking skills.

The second question is about strategy used by the teacher in teaching speaking. Commonly, in teaching speaking, the teacher used LKS and text
book. The teacher also applied pair work discussion but it did not work well.

The third question is about the Standardized of Minimum Score (KKM) of English subject and the Curriculum that is used for eleventh grades students of MAN Temanggung. The teacher said that the Standardized of Minimum Score (KKM) of English subject is 70, and MAN Temanggung uses curriculum 2013.

The last question is about Picture Series. The teacher said that he never used Picture Series in teaching English.

By using of Picture Series, the writer hopes the students are able to involve the emotional power to find a new knowledge and motivate the students to active in the class and improve their self-confidence on English language especially in speaking skills. It is hoped that this study can be one of references for English teachers to teach in interesting and enjoyable ways so that the students can improve their speaking ability. It is also hoped that by using Picture Series, the students can be stimulated to think creatively in gathering the ideas and learn enthusiastically.

From the previous explanation mentioned above, the researcher conduct a Classroom Action Research in MAN TEMANGGUNG “The Use of Picture Series to Enchance the Students’ Speaking Skills for the Eleventh Grades Students of MAN Temanggung in the Academic Year 2018/2019”
**B. Problem Statement**

Based on the background of the study, there are some statements for the problems are as follows:

1. How is the implementation of Picture Series to enhance the students’ speaking skills for the eleventh grades students of MAN Temanggung in the academic year 2018/2019?

2. How far is the improvement of Picture Series to enhance the students’ speaking skills for the eleventh grades students of MAN Temanggung in the academic year 2018/2019?

**C. Purposes of the Study**

According to the statement of the problem, the objectives of the study are as follows:

1. To know the result of implementation of Picture Series to enhance the students’ speaking skills for the eleventh grades students of MAN Temanggung in the academic year 2018/2019.

2. To find out the improvement of speaking skills after using Picture Series to enhance the students’ speaking skills for the eleventh grades students of MAN Temanggung in the academic year 2018/2019.
D. Benefits of the Study

This study has two major benefits, practical and theoretical benefits:

1. Practical benefit
   a) For the students, the use of Picture Series will not only give the students in learning how to speak well but also guide the students through a set of processes and instructions in the right order. In addition it will make the speaking process easier, especially finding the sources of materials.
   b) For the teacher, Picture Series can be an alternative tool in teaching English, especially to teach speaking. The teachers’ creativity in creating fun and powerful learning through Picture Series will help students to achieve better teaching performance. The finding of this study can be used to develop the application of the speaking skill.

2. Theoretical benefit
   a) Picture Series in teaching learning process of speaking.
   b) The finding of the research may be used by the other researchers who want to conduct a research of students’ speaking mastery using Picture Series.

E. Hypothesis and Success Indicator

Based on the interview with the English teacher, the students have problems to speak fluently, pronounce the words in correct manner, and
the chosen of vocabulary and grammar. The researcher tries to overcome those problems by implementing Picture Series in learning context. By conducting this research, the researcher proposes a hypothesis: Using Picture Series in learning context can improve students’ speaking skills.

The success indicator of this research is taken from the students’ Basic Competence shown in Lesson Plan. The students’ success and failure in doing activities in cycle I and II will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in MAN is 70. The teacher and the researcher expect that there are at least 85% of the students who passing grade.

F. Definition of Key Term

In this research, the title is THE USE OF PICTURE SERIES TO ENHANCE STUDENTS’ SPEAKING SKILLS FOR THE ELEVENTH GRADES STUDENTS OF MAN TEMANGGUNG IN THE ACADEMIC YEAR 2018/2019. The researcher try to definite the several words. There are some definition several words, such as:

1. Speaking

The base word of speaking is speak, it means making use of language in an ordinary, not a singing, voice, knowing and being able to use (a language) (Oxford Advanced Learner’s Dictionary of Current
English, 1987:827). Speaking is a kind of bridge for learners between
the classroom and the world outside (Hadfield, 1999).

According to Brown (2004:140), 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
speaking skill, which necessarily compromises the reliability and
validity of an oral production test.

2. Picture Series

Picture series is a visual media that is contain series of picture,
where one picture related to another to describe something. Pictures
can be divided into two kinds, those are still pictures and moving
pictures. Each type has its own advantages. One of the great
advantages of still pictures is that the action is frozen, so that the
students can look at the pictures and talk about any detail in the
pictures as long as they like. On the other hand, within moving
pictures, the students are all the time hurried on and on. One of the
media is picture series which draws a story. Picture is the general
medium used by teacher. It is because picture is easier to understand
than using explanation. Picture is common language, which can be
understood and enjoyed everywhere. Therefore, there is a Chinese
proverb saying that “a picture speaks more than a thousand of words”
(Sadiman, 2009: 29).
G. Research Method

1. Research design

This research is CAR (Classroom Action Research). Action research tries to take a study since it explores whether something can be done in a better way or not. This type of research is done for the purposes to improve local classroom practices. Action research provides a chance for teachers to reflect on their own practices (Cresswell, 2005:550). The researcher uses Classroom Action Research because the research wants to know the improvement and the significant influence of using Picture Series to improve speaking skill.

Figure 1.1 The Scheme based on Kemmis and McTaggart (in McNiff, 2002:58)
The figure above shows a cycle of action and reflection. Each cycle has four steps: plan, action, observe, and reflect. Each one of these phases is validated by the previous phase, and looks forward to the next. For example, the action phase is validated by the planning phase, and look forward to the observation. The cycle can be begin at any stage, and does not stop after one cycle has been completed, but rather begins another one; hence it is a “spiral” rather than “cycle”.

a. Planning

At the planning stage, the researcher formulates some procedural acts how to improve speaking skill by using Picture Series in learning. The procedures are put in two lesson plans.

b. Acting

At the acting stage, it is implementation of techniques/procedural acts that have been planned at planning stage.

c. Observing

Observation is one of the methods used in collecting the data. The researcher observes the teaching and learning process. In this stage, the researcher prepares the observation checklist to know the condition of the class when the action is done; the researcher and the English teacher discuss about the result of the observation and find a good solution.

d. Reflecting
Reflection is a research finding analysis. This is used to analyze based on the data that have been collected in determining the next action. Reflection is used to evaluate teaching-learning process in order to know the improvement of speaking skill.

2. **Subject of the research**

The subject of this study is the eleventh grade students of MAN Temanggung XI IBB 1 in the academic year of 2018/2019.

**Table 1.1 List of Students’ Name of XI IBB 1 Class of MAN Temanggung**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ARP</td>
<td>Female</td>
</tr>
<tr>
<td>2.</td>
<td>AMH</td>
<td>Male</td>
</tr>
<tr>
<td>3.</td>
<td>ARS</td>
<td>Male</td>
</tr>
<tr>
<td>4.</td>
<td>ASW</td>
<td>Female</td>
</tr>
<tr>
<td>5.</td>
<td>AFR</td>
<td>Female</td>
</tr>
<tr>
<td>6.</td>
<td>AAR</td>
<td>Female</td>
</tr>
<tr>
<td>7.</td>
<td>CO</td>
<td>Female</td>
</tr>
<tr>
<td>8.</td>
<td>EA</td>
<td>Female</td>
</tr>
<tr>
<td>9.</td>
<td>FYC</td>
<td>Male</td>
</tr>
<tr>
<td>10.</td>
<td>F</td>
<td>Male</td>
</tr>
<tr>
<td>11.</td>
<td>FAF</td>
<td>Male</td>
</tr>
<tr>
<td>12.</td>
<td>GPP</td>
<td>Female</td>
</tr>
</tbody>
</table>
3. Steps of the research

In conducting the research, the researcher listed the steps by summarizing the following research schedule. The research was done on November 2018 until December 2018. The table of the research schedule is arranged as follow:

Table 1.2 Research Schedule

<table>
<thead>
<tr>
<th>No.</th>
<th>Date and time</th>
<th>Activities</th>
<th>Place and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>November, 15th 2018</td>
<td>Giving observation letter to one of the administration staff at MAN Temanggung.</td>
<td>Office staff MAN Temanggung (09.00 WIB)</td>
</tr>
<tr>
<td>2.</td>
<td>November, 29th 2018</td>
<td>Asking confirmation to the administration staff of MAN Temanggung.</td>
<td>Office staff MAN Temanggung (11.00 WIB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>February, 1&lt;sup&gt;st&lt;/sup&gt; 2019</td>
<td>Giving consultation sheet to the head of Curriculum MAN Temanggung.</td>
<td>Office staff MAN Temanggung (09.00 WIB)</td>
</tr>
<tr>
<td>4.</td>
<td>February, 7&lt;sup&gt;th&lt;/sup&gt; 2019</td>
<td>Interview with the English teacher in the preliminary study (before classroom action research)</td>
<td>Teacher room MAN Temanggung (10.00 WIB)</td>
</tr>
<tr>
<td>5.</td>
<td>February, 28&lt;sup&gt;th&lt;/sup&gt; 2019</td>
<td>Meet the English teacher to do a consultation about the lesson plan</td>
<td>Teacher room MAN Temanggung (10.00 WIB)</td>
</tr>
<tr>
<td>6.</td>
<td>March, 4&lt;sup&gt;th&lt;/sup&gt; 2019</td>
<td>Doing action in the class (cycle 1) Pre-test, treatment</td>
<td>In the classroom of XI IBB</td>
</tr>
<tr>
<td>7.</td>
<td>March, 6&lt;sup&gt;th&lt;/sup&gt; 2019</td>
<td>Doing action in the class (cycle 1) Treatment</td>
<td>In the classroom of XI IBB</td>
</tr>
<tr>
<td>8.</td>
<td>March, 8&lt;sup&gt;th&lt;/sup&gt; 2019</td>
<td>Doing action in the class (cycle 1) Post-test</td>
<td>In the classroom of XI IBB</td>
</tr>
<tr>
<td>9.</td>
<td>March, 11&lt;sup&gt;th&lt;/sup&gt; 2019</td>
<td>Doing action in the class (cycle 2) Pre-test, treatment</td>
<td>In the classroom XI IBB</td>
</tr>
<tr>
<td>10.</td>
<td>March, 13&lt;sup&gt;th&lt;/sup&gt; 2019</td>
<td>Doing action in the class (cycle 2) Pre-test, treatment</td>
<td>In the classroom XI IBB</td>
</tr>
<tr>
<td>11.</td>
<td>March, 14&lt;sup&gt;th&lt;/sup&gt; 2019</td>
<td>Doing action in the class (cycle 2) Treatment, post-test</td>
<td>In the classroom of XI IBB</td>
</tr>
</tbody>
</table>

4. **Techniques of Data Collection and Research Instrument**

Data collecting is used to gather information. In this study the researcher used four data collection methods namely: interview, observation, tests, and documentation.

a. **Observation**
Arikunto (2010:139) mentions that observation focused on the activities of the research subjects or objects involving all of the five senses. This method is easily used to find concrete data.

In conducting action research, the researcher observed the learning process. The learning process is taught by the teacher, while the researcher only observed the teaching learning process. The observation consists of two cycles. There are the cycle I, and cycle II. The researcher used observation checklist in order to make more systematic. The observation sheet consist of students’ and teachers’ observation checklist. The students’ observation checklist as follows:

**Table 1.3 Students’ Observation Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in application</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Picture Series
<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Giving an explanation of the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Use Picture Series to teach speaking skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving opportunity for asking the questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Help students’ difficulties during learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Giving feedback after lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1.5 Form the Result of the Use Picture Series of Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher and the students have LKS and exercise of Narrative text with Picture Series sheet.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students can follow the Picture Series instructions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students can Picture Series well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The Picture Series is well design and easy to understand.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The teacher does teaching and learning process by combining Picture Series and using traditional method.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Test

According to Arikunto (2010:193), test is series of the question as exercises and other tools use to measure the skill, knowledge, intelligence, ability or talent possessed by individuals or group. The researcher uses pre-test and post-test.

1) Pre-test

In this research the pre-test is given in the first time. Pre-test is given to the students before the teacher using her media
in the teaching-learning process. The objective is to know about the students’ speaking skill before treatment.

2) Post-test

Post-test is given in the last sessions after the media will be applied. The goal of the post-test is to know the improvements of speaking skill after the students got a treatment.

c. Documentation

According to Arikunto (2010:274), documentation is an activity to look for variable like notes, transcribes, books, newspaper, etc. Documentation is done to get important data for the research. In this research, the researcher used photos, field note and videos as the documentation of the research.

5. Data Analysis

In analyzing data, the researcher uses mixed methods to analyze the data (Creswell, 2012:16).

a. Qualitative Data

In analyzing qualitative data collected based on words from a small member of individual, thus the participants’ views are obtained and analyzed the data for description (Creswell, 2012:16). In this research, the data of observation checklist is analyzed by qualitative.

b. Quantitative Data
In the other hand, quantitative technique data analysis is used to process the data. The quantitative data is processed by the teacher and the researcher to get the score of the students. The maximum score is 100. The process measurement based on:

1) Score the students’ test

There are four components in scoring speaking, are grammar, vocabulary, comprehension, and fluency, pronunciation. The researcher uses an analytical scoring rubric to analyze the data related to the students’ speaking test.

2) Calculate the result of the test

After the scoring of students’ test, the researcher calculates the data using the t-test to determine there was a significant difference in cycle I and cycle II. This research uses Statistical Package for the Social Science (SPSS) for analyzing the data. In practice, the researcher used SPSS version 16.0.

H. Graduating Paper Outlines

This graduating paper has five chapters. Each chapter has different elements as follows:

Chapter I is an introduction. This chapter consists of the background of the research, research questions, objectives of the research,
significances of the research, hypothesis and success indicator, research methodology, and graduating paper outlines.

Chapter II is the theoretical framework. This chapter consists of supporting theories and the review of previous research. The supporting theories describes the definition of speaking, the types of speaking, the elements of speaking, the aspects of teaching speaking, the characters of successful speaking, the definition of Picture Series, the processes of Picture Series, and the advantages of Picture Series.

Chapter III is the implementation of the research. This chapter consists of procedure of the research.

Chapter IV is research findings. This chapter consists of the result of the research in using Picture Series in narrative text learning to improving speaking skill for the eleventh grade students of MAN Temanggung in the academic year of 2018/2019.

Chapter V is closure. This chapter consists of the conclusion and suggestions of the research based on the analysis in the chapter four. The conclusion states the answer to the research questions about the improvement and significant influence of speaking skill by using Picture Series in narrative text learning. After that, it is followed by bibliography and appendixes.
CHAPTER II

THEORETICAL FRAMEWORK

In this chapter consists of supporting theories and the review of previous research. Supporting theories describe some information related to speaking, Picture Series.

A. Supporting Theories

1. Speaking

a. Definition of Speaking

According to Nematovna (2016:3) states that “speaking is an active skill”. Additionally, speaking belongs to productive skill because the speakers’ idea, words, feeling etc. are expressed in orally and speaking is produced from receptive skills such as; reading and listening skill. As stated by Bahadorvar and Omidvar (2014:2) says that speaking is considered as the main thing in learning English as a second language. In addition, as EFL students speaking becomes a crucial tool in communicating their expression, thought, or idea, especially in learning English as a second language. Therefore, the main goal in learning English is how we use English for communication.
The principle thing in learning English is mastering speaking skill (Ampa, 2013:6). Mostly students presume that they have been succeeding in learning English when they have enhanced their oral language skill. According to Richard (Ampa, 2013:6) proposes that speaking has three functions namely; interaction, transaction and performance function. Interaction function related to the basic social interaction such as greeting and conversation. Transaction function focused on getting goods and services, while performance function refers to the public talk.

According to Thornbury (2005:8) cited in Akhyak & Anik (2013:2) states that speaking is spoken product that related to our daily activities. Speaking relates to the three areas of knowledge; grammar, pronunciation, and vocabulary (Akhyak & Anik, 2013:2). In the other definition, Mart (2012:1) adds that speaking is the skillful in delivering speech, stating or exchanging ideas by using language. Thus, speaking seen as the capability in uttering the words, stating an expression or idea that related with our daily activities which is organized as spoken language production by regarding knowledge, grammar, pronunciation and vocabulary.

Additionally, speaking is the capability to utter something in oral language (Al-Tamimi, 2014:5). It can be more defined that we put our ideas into spoken language in order to make the listener can comprehend our ideas or messages that we are conveying. Speaking is
an interactive process of arranging message which is consists of producing and accepting information (Brown, 1994; Burns & Joyce, 1997 cited in Kosar & Bedir, 2014:2). Therefore, Efrizal (2012:1) emphasizes that speaking is a way to convey the ideas and deliver the message in oral language. Therefore, Eagan (1998) in Kosar & Bedir (2014:2) points out that speaking is the heart of learning second language among the four skills in learning English.

From those definitions, it can be concluded that speaking is a productive skill where speaking is produced from reading and listening. In other words, speaking is a way to communicate, to express feeling, thought, emotion, etc. to the addressee or listener orally. Moreover, speaking is one of the crucial skill among the four skills; reading, listening, and writing, because speaking is used for communication. Whereas, the first thing in learning speaking is be able to apply in daily activities.

b. Types of speaking

According to Brown (2004:271), there are six types of speaking:

1) Imitative

The first type of speaking performance is the ability to imitate a word, a phrase, or a complete sentence. The focus of this type speaking is on the pronunciation. The speaker should retain the short stretch of language that must be imitated.

2) Intensive
The second type of speaking is designed to demonstrated grammatical or phonological aspect. It can be self-initiated or it can form work activity.

3) Responsive

This type of speaking includes interaction and comprehension at limited level of very short conversation, standard greetings, small talks, and short questions or comments.

4) Transactional (dialogue)

This type of speaking is nearly similar to responsive. The purpose of transactional is for conveying or exchanging certain information. The conversation may have more discussion activity than responsive.

5) Interpersonal (dialogue)

This type of speaking has the purpose for maintaining social relationship than for the transmission of facts and information.

6) Extensive (monologue)

Extensive includes speeches, monologues in the form of oral report or presentation, and storytelling. All these monologues can be planned or impromptu.
c. Elements of speaking

The four crucial elements of speaking according to Harmer (2001:269) are the following:

1) Connected speech

The effective English speaker is required not only to be able in producing the individual English phonemes (Example: *I would have gone*) but also in using connected speech (Example: *I’d have gone*).

2) Expressive devices

English native speaker sometimes change the pitch and stress of utterances. Expressive devices assist the capability in conveying the meaning of the utterances.

3) Lexis and grammar

Lexis and grammar refers to the use of common lexical phrases in the performance language function. The teacher should provide a variety of phrases which have different function.

4) Negotiation language

The negotiation language is required to ask for the clarification when someone is speaking and show the structure from what we are saying.

In the other hand, the elements of speaking according to Brown (1994) as cited in Yustina (2015:1) mentions that there are some components of speaking which must be mastered by
students; 1) pronunciation, 2) grammar, 3) vocabulary, 4) fluency, and 5) comprehension.

d. Aspects of teaching speaking skill

According to Al Hosni (2015:1) states that the main focus in teaching speaking is to enhance students’ spoken language production. Therefore, the objective of teaching speaking is students are expected to be able to communicate English orally (Yustina, 2015:2). Nematovna, (2016:8) says that teaching speaking become a crucial part in learning English as a second language.

In relation of teaching speaking, Brown (2001:275-276) proposes some principle in designing techniques for teaching speaking. Those principles are presented as follows:

1) Use techniques that cover the background of learners needs, from language-based on accuracy, to message-based focused on interaction, meaning and fluency.
2) Provide motivating techniques intrinsically.
3) Encourage the use of authentic language.
4) Giving appropriate feedback and correction.
5) Give students opportunities to start oral communication.
6) Encourage the development of speaking strategies, such as:
   a) Asking for clarification (What?).
   b) Asking someone to repeat something (Huh? Excuse me?).
   c) Using fillers (Uh, I mean, well).
d) Using conversation maintenance signs (such as; *uh, huh, right, yeah, okay, hm*).

e) Getting someone’s’ attention (such as; *hey, say, so*).

f) Using paraphrases for structures.

g) Collecting for a help from the interlocutor.

h) Using the formula of expression.

i) Using mime and nonverbal expression to convey meaning.

e. **Teaching speaking in Senior High School**

MAN Temanggung has implemented Curriculum 2013 in the academic year 2018/2019. Kusumaningrum (2013:30), states that in senior high school, the aim of curriculum is, to achieve the communication proficiency. Based on the Standard Competencies and Basic Competencies of curriculum of 2013, English subject involves four basic skills as the main foundation in mastering English. The basic skills that students must achieve are; listening, speaking, reading and writing. Those four skills are the language target development. It means that the students are able to use English as the informational language. There are five components for speaking skills’ assessment; the assessment is presented as follows:
Table 2.1 Speaking Assessment based on Masyi’ah, Anita Nur (2014:38)

<table>
<thead>
<tr>
<th>Score</th>
<th>Pronunciation</th>
<th>Intonation</th>
<th>Fluency</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1-9)</td>
<td>(1-9)</td>
<td>(1-9)</td>
<td>(7-11)</td>
<td>(7-11)</td>
<td>(7-12)</td>
</tr>
<tr>
<td></td>
<td>Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language</td>
<td>Not really paying attention to the stress and intonation</td>
<td>Dominated by hesitation</td>
<td>Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners</td>
<td>Speaking vocabulary inadequate to express anything but the most elementary needs</td>
</tr>
<tr>
<td></td>
<td>Accent is intelligible though often quite faulty</td>
<td>Paying attention to the intonation and stress, even though still making several mistakes</td>
<td>Frequent or occasional hesitation</td>
<td>Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar</td>
<td>Has speaking vocabulary sufficient to express himself simply with some circumlocution</td>
</tr>
<tr>
<td>(16-20)</td>
<td>(16-20)</td>
<td>(16-20)</td>
<td>(16-20)</td>
<td>(16-20)</td>
<td>(16-20)</td>
</tr>
<tr>
<td></td>
<td>Errors in</td>
<td>Good intonation</td>
<td>Minor or there</td>
<td>Control of</td>
<td>Able to speak</td>
</tr>
</tbody>
</table>


28

pronunciation are quite rare and stress in almost 70% of the words pronounced is no hesitation grammar is good. Able to speak the language with sufficient structural accuracy the language with sufficient vocabulary

<table>
<thead>
<tr>
<th>Categories</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>90-100</td>
</tr>
<tr>
<td>Good</td>
<td>80-89</td>
</tr>
<tr>
<td>Medium</td>
<td>76-80</td>
</tr>
<tr>
<td>Enough</td>
<td>70-75</td>
</tr>
<tr>
<td>Poor</td>
<td>Under 70</td>
</tr>
</tbody>
</table>

f. Problems with speaking activities

Students are usually faced by some problems in speaking. Ur (1996:121) mentions several problems with speaking activities as written below:

1) Inhibition

Learners are worried in making mistakes, feel afraid, and even fell shy when getting attention from their classmates on their speech.

2) Nothing to say
Learners cannot think anything to say, they cannot express anything when they feel that they should speak on unfamiliar topic.

3) Low or uneven participation

There is only a participant who dominates to speak during the time, while the other learners have a little speaking time.

4) Mother tongue use

A number of learners tend to talks in the same mother tongue, in the other hand if they speak in the target language it will more difficult and seems unnatural.

Rababa’h (2005) cited in Al Hosni (2014:4) mentions the other factors that cause difficulty in speaking as written below:

a) Students themselves

The students lack of vocabulary and they cannot keep the interaction going on.

b) The teaching strategies

Inadequate teaching strategies and do not emphasize on speaking. Therefore, in changing teachers’ methodology, the teacher training programs are not successful.

c) The curriculum

English is taught separately, the syllabus is not completed and suitable with the students’ communicative needs.
d) The environment

The lack of environment can be another reason of difficulty in speaking. The huge number of students in a classroom is not appropriate with English teaching periods.

e) Lack of motivation to speak English

The students do not realize the real need to learn or speak English. Motivation becomes the important strength which determines the students improve their speaking competency. The developments of speaking skills are laid on students’ motivation and opportunity in expressing their own idea.

g. **Indicators of Successful Speaking Skills**

Learners as the speaker must be able to anticipate and produce the expected patterns of specific discourse situation. They must also manage other elements such as rephrasing, providing feed-back, turn-taking, or redirecting. They must choose the correct vocabulary to describe things, rephrase or emphasize words to clarify the description, and use appropriate facial expressions (Burn & Joyce in Florez, 1991:1).

According to Florez (1999:3-4), the indicators of speaking skills are described as follows:

1) Producing sounds, stress patterns, rhythmic structures, and intonations of the language.
2) Using grammar and structure correctly.

3) Selecting vocabulary which is understandable and appropriate for the audiences.

4) Applying strategies to enhance comprehensibility such as rephrasing and emphasizing key words.

5) Using gestures or body language.

6) Paying attention to the success interaction and adjusting components of speech; such as vocabulary, rate of speech, grammar, and structure to maximize the listeners’ comprehension and involvement.

According to Ur (1991:120), states that there are four characteristics of successful speaking as follows:

1) Learners talk a lot

   Give much of the period of time for the activity which is filled out by learners’ talk. However, most of the time is filled out by teacher talk or pauses.

2) Participation

   Classroom activity is not dominated by talkative learners, all learners have a chance to speak, and there is distribution of speaking time.

3) Motivation is high

   Learners have desire to speak, event they have intrinsic motivation to speak, since they are interested on the topic, they
have some ideas to express it even they want to take a part to achieve the objective.

4) Language is of an acceptable level

Learners express their self in utterances which are relevant, understandable for others or might be the acceptable of accuracy’s level.

In the other hand, Nunan (1989:32) characterize the indicators of successful speaking as follows:

a) The ability to articulate phonological features.
b) Mastery the pattern of stress, rhythm, and intonation.
c) An acceptable fluency’s level.
d) Transactional and interpersonal skill.
e) Taking short and long speaking shift’s skill.
f) Management interaction skill.
g) Negotiation meaning skill.
h) Conversational learning skill (successful conversation consists of good listener as well as good speaker).
i) Comprehension about and negotiation the objective of the conversation.
j) Using appropriate formula and filler.
2. Picture Series

a. Definition of picture series

Picture series is a visual media that is contain series of picture, where one picture related to another to describe something. Pictures can be divided into two kinds, those are still pictures and moving pictures. Each type has its own advantages. One of the great advantages of still pictures is that the action is frozen, so that the students can look at the pictures and talk about any detail in the pictures as long as they like. On the other hand, within moving pictures, the students are all the time hurried on and on. One of the media is picture series which draws a story. Picture is the general medium used by teacher. It is because picture is easier to understand than using explanation. Picture is common language, which can be understood and enjoyed everywhere. Therefore, there is a Chinese proverb saying that “a picture speaks more than a thousand of words” (Sadiman, 2009: 29).

Yunus (1981: 49) states that a picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. Raimes (1983:36) states that pairs of pictures or picture series provide for a variety of guided and free writing exercises. Picture series, such as a comic strip, provides the subject matter for speaking and for speculating about the story beyond the pictures in the strip. A set of
parallel pictures that show a similar scene or tell a similar story provides material that offers guidance on vocabulary, sentence structure, and organizations yet lets the students write about new subject matter.

According to Calhoun (1999:25), the concept of using pictures as a stimulus for language experiences activities in the classroom was developed specifically for teaching young students to read and write. The connections between the children Languages and the items and actions in the picture support the transition from oral (listened to and spoken) language to written (read and written) language. Students witness the transformation from oral to written expression.

As Kayi (2006) believed that using pictures in retelling story is an activity based on several sequential pictures. Students are asked to tell the story taking place in the picture series by paying attention to the criteria provided by the teacher as a teller.

According to Sadiman (2009: 29-31), there are benefits of picture compared to other medias:

1) Concrete: picture is more realistic to show the subject matter than just verbal media.

2) Picture can overcome the limitation of space and time.

3) Picture can clarify a problem or issue.
According to Hamalik (1989: 87), picture is one important tool for teaching and education. Therefore, the picture will be used must meet certain criteria. According to Wright (1989: 2), pictures contribute to:

1) Interest and motivation
2) A sense of the context of the language
3) A specific reference point or stimulus

b. **Source of Picture**

According to Wright (1989: 182-187), there are some sources of pictures:

1) Newspaper

   Pictures in newspapers are not reproduced very well. However, old newspapers are available everywhere and in some counties are the main source of free picture material.

2) Magazines

   In many countries these are some major source of useful picture material with high quality, though they are rarely free.

3) Advertisement & Publicity

   Including direct mail leaflets, posters, and advertisements in magazines and newspapers.
4) Greetings Cards

Greetings cards are illustrated. The range of subjects is very wide, and in every case the illustration has been chosen to “say” something to the receiver.

5) Post Card

Illustrating subject on postcards. Postcards are associated with writing and thus postcards are not just pictures. So it makes to read.

6) Posters

Posters are designed to be big enough to be seen from a distance and they are thus ideal for class use.

7) Comics and Cartoon Strips

These are heavily illustrated. They are sequences of pictures which are closely related to narrative text. The stories in some publications are illustrated by hundreds of photographs.

c. Using Picture Series in Teaching Speaking

There are several methods in teaching speaking. Teacher is the most important actor here, especially in English subject. He or she must have the ability to make an interesting class. Using picture is one
of the ways to explain a real situation. It is one of media that can make the students enjoy the lesson. It is very simple visual aids can be picked up from the newspaper, magazine, internet, book, etc. Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of sosio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize (Wright, 1989).

Harmer (2001:134) states that to facilitate learning, teacher can use pictures or graphics. In line with Harmer, Newby et al. (2006) say that teacher can use pictures to illustrate specifics lessons topic, especially in explaining learning process. There are some benefits of using picture (Gerlach and Elly, 1980: 277). It defines as follows:

1) Picture are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.

2) Pictures provide common experiences for an entire group of student. It means by using picture, teacher can involve all of students in his or her class.

3) Pictures can help to prevent misunderstanding. It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students’ perception and teachers’ perception.
4) Picture help the students to focus on the subject and make students active.

Based on explanation above, it can be concluded that teaching speaking using picture has some benefits in learning process. It implies that teacher can use picture as media to create students’ motivation and also make them active in the class (Gerlach and Elly, 1980:277). Thus, it makes an interactive classroom in teaching and learning speaking using picture series. For example, the teacher shows some pictures, he or she tells story then asks the students to select the right picture based on what the story told by teacher.

Compared to the previous researches above, this research has some differences from the previous ones. From the information given, Picture Series is used in telling stories or events in details and in sequences by the pictures and communicating activity. The subject of the research in which researcher examines Picture Series for students of MAN Temanggung since there is no research has been conducted in MAN Temanggung dealing with the implementation of Picture Series to teach English subject. Therefore, the objective of the research is to find out the improvement of speaking skills after using Picture Series as technique in learning since the previous research do not deal with this issue yet.
d. Procedure of Teaching Speaking Through Picture Series

Procedure of using picture series in the class is divided into three terms. They are preactivity, while-activity, and post-activity. Here are the procedures of teaching speaking through picture series proposed by Miller (2008:42).

1. Pre-activities
   a. Teacher greets the students.
   b. Teacher gives the questions or brainstorming to the students related to the topic they are going to learn.
   c. Teacher gives a chance for students to share their ideas.

2. While-activities
   a. Teacher informs the student what they should do.
   b. Teacher asks students to read the story.
   c. Teacher asks some question related to the activities that they should do after read the story.
   d. Teacher asks the students to retell the story that has been read by them using their own words.
   e. Teacher asks some students to come in front of to retell the story that the students have listened from their friend.

3. Post Activities
   a. Teacher gives comment and explains necessary things such as correction.
b. Teacher gives a chance to students to ask questions about the material.

c. Teacher asks students about the lesson and the problem during the lesson. Teacher closes the class by greeting

B. Review of Previous Research

There are some previous researches which are used in this research. The researcher takes three previous researches comparison.

The first research was conducted by Ika Ratna Mulya (2014). She conducted quantitative research design as the research methodology. This research investigated the use of Picture Series to improve students’ speaking skill at the 8th grade students of junior high school. It used a quasi-experimental design. It involved two classes which consist of 40 students in 8th grade of one of junior high schools in Bandung. The data were examined from the test (pre-test and post-test) and assessed by two teachers. The data were analyzed based on the scoring system for speaking by Haris (1969, cited from Rizqon, 2011). Based on the statistical computation of dependent t-test, it showed that Picture Series is effective in improving students’ speaking ability (tobt 12.303 >tcrit 2.093, r = 0.518). In conclusion, the method revealed that Picture Series can improve students’ speaking skill. In that, it has significant influences to students’ speaking activities. Moreover, this research explains that Picture Series built students’ confidence. However, it is important for the teacher to help students develop
their motivation/to create activities or use pictures to develop students’ motivation to get better result.

Second, Rachmawaty (2010) conducted the research entitled “Does retelling technique improve speaking fluency?” Retelling is considered a technique which can be applied to improve students’ speaking fluency. The research conducted in University, to six students in a remedial class. This is indicated by a number of statistical data, First, all of the participants produced higher scores in the post-test than those in the pre-test. Second, before the participants used the technique of retelling, the mean score was 22.9, and after the treatment was given to the participants, the main score was 51.17. Third, the t-score was 7.77. This score was higher than the t-table, 2.571. This shows that the treatment given to the participants affects their speaking fluency significantly.

Third, improving students’ speaking skill through picture series by using pictures series at SMAN 7 Bandar Lampung was conducted by Devina Nizzu (2016). This research was concerned with the implementation of retelling stories by using picture series in teaching speaking to second graders. In relation to the research, it could be concluded that there is the improvement on students’ speaking skills taught through retelling story by using picture series. It can be seen from the mean score of pre-test and post-test. Mean score of post-test is higher than the mean score of the pretest. It happens because Picture Series helped the students to build their ability in speaking, they can speak what they know based on the picture series. Also,
the results of this research reveal that all the aspects of speaking skills that improved the most ranging from the highest to the lowest aspects, such as vocabulary, grammar, fluency, pronunciation, comprehension.

Fourth, Rike Febrina A. (2014). She conducted quantitative research design as the research methodology. The aims of this research were to find out whether there is any significant difference of students’ speaking ability after being taught by using picture series and to know which one of picture series is effective for teaching speaking. The subjects of this research consisted of 30 students of SMAN Grade X. The study employed times series design by giving three pre-tests, three treatments, and three post-tests. There were two raters to judge the students’ speaking performance. Pair sample t-test was used to analyze the quantitative data and the hypothesis testing was computed using SPSS (16.0). The result is 1st pair 11.031 (t-value) > 2.048, 2nd pair 14.955 (t-value) > 2.048 (t-table), 3rd pair 23.108 (t-value) > 2.048 (t-table) means that there are significant differences of students’ speaking ability after being taught by using picture series. Regarding the three picture series given, the picture series from google image is the most effective in improving speaking ability.

Fifth, Niken Kamalia A. (2016). This research was aim to improve the students’ reading comprehension through picture series. This research answers these questions (1) How to picture series and RTP improve students’ ability to read narrative text in class VIII SMP N 3 Pringapus Satu Atap? (2) How to improve the learning achievement of students reading
narrative text as using picture series and RTP implemented for class VIII SMP N 3 Pringapus Satu Atap? It was a Classroom Action Research (CAR) which the data were collected qualitatively and quantitatively. This research was conducted in two cycles. Each cycle consisted four steps: planning, action, observation and reflection. The results show that there were an important of students’ reading comprehension when they were using picture. In this research, the Standart Minimum of Completeness or Kriteria Ketuntasan Minimum (KKM) of English subject is to. Then, the criteria for success in this research is to target 85% of the students should target pass KKM. The results of the cycle 1 show that there was an improvement from pre-test to post-test 68. However, there was only 68% students passing KKM, which is below the target. Therefore, the writer continued to conduct cycle 2. The results of cycle 2 shows an improvement for 92. In this cycle, there were 92% students passing KKM. This mean, the target of this research has been achieved. Thus, it can be concluded that the use of picture series is successful to improve the students reading comprehension especialy for the narrative text.

Compared to the previous researches above, this research has some differences from the previous ones. From the information given, Picture Series is used in telling stories or events in details and in sequences by the pictures and communicating activity. The subject of the research in which researcher examines Picture Series for students of MAN Temanggung since there is no research has been conducted in MAN Temanggung dealing with
the implementation of Picture Series in narrative text to teach English subject. Therefore, the objective of the research is to find out the improvement of speaking skills after using Picture Series as technique in learning since the previous research do not deal with this issue yet.
CHAPTER III

IMPLEMENTATION OF RESEARCH

A. Procedures of the Research

The researcher uses the Classroom Action Research in collecting the data. There are four steps in one cycle for doing actions research those are planning, observing and reflecting. In this research, the researcher conducts the research into two cycles; cycle I, and cycle II. The researcher collaborated with the English teacher who teaches XI students. The activities of each cycle as follows:

1. Cycle I

The researcher uses Picture Series in learning which can improve the students’ speaking skills. The topic is narrative text about legend. The procedures as below:

a. Planning

At planning stage, the researcher plans what actions will be done in using and applying Picture Series in learning to teach speaking skills. The activities were presented as below:

1) Selecting the materials with teacher based on the syllabus.

2) Preparing the materials, making the lesson plans and designing the steps in doing the action.
3) Preparing teaching aids by the theme “Narrative text about legend “Sangkuriang”” (example: narrative text, picture series, a sheet of paper).

4) Preparing students’, teachers’ and the use of Picture Series observation checklist of the cycle I (to know the situation of the teaching and learning process when the media is applied).

5) Preparing the pre-test and post-test in cycle I.

6) Preparing the list of students’ name and scoring of cycle I.

Those preparations are designed to obtain the objective of the teaching and learning process. Students are supposed to improve their speaking skills through the materials were given.

b. Acting

After the preparation has been done, the teacher does teaching-learning process. At this section, the learning process is led by the teacher. In the acting phase as the implementation of the preparation, the researcher presented as written below:

1) Giving pre-test and post-test for students.

2) Giving the materials and explain the Picture Series of narrative text, language feature of expression.

3) Giving the example of the topic narrative text.

4) Explaining the materials and the implementation using Picture Series to teach narrative text.
5) Giving occasion for the students to ask any difficulties about the material.

6) Ask the students to make a summary based on the narrative text in a workgroup discussion. At this phase, the teacher and the students are work together. Students obtained the materials deeply. Meanwhile, the teacher helps, guides and monitors the students.

7) Giving chance for the students to present their work in front of the class.

8) Giving post-test.

c. Observing

The researcher observes the students and teacher activity by using observation checklist.

d. Reflecting

At this phase, the researcher tries to reflect on, evaluate, and describe the effect of the action. Reflection looks for a sense of the process, problems, and real issues in the action. Reflection is an evaluation phase, it used to evaluate whether or not the media can be the problem solving and improve students’ speaking skill.

1) The researcher evaluated the activities that have been done.

2) The classroom teacher and the researcher discuss to make a reflection what will they do to correct the problems.
3) Analyzing the data from the observation checklist and students’ score of the test in the cycle I.

2. Cycle II

The second cycle is done based on the reflections’ result of the cycle I. If the result of the observation shows the low quality of students’ skills, thus it is needed another action which is aimed to create an improvement of students’ quality in the cycle II. The topic will be different from the cycle I, the topic is narrative text about fairy tale. The procedures are presented as below:

a. Planning

In the planning phase of the cycle two, the researcher will do some activities that will be arranged as follows:

1) The researcher identifies the problem and makes the solution for the problems.

2) Preparing the material, making the lesson plan and designing the steps in doing the action.

3) Preparing and reselecting teaching aids with the theme “Narrative text about fairy tale “Mouse Deer and Crocodile” (example: narrative text, picture series, and sheet of paper).

4) Preparing students’, teachers’ and the use of Picture Series observation checklist of cycle II (in order to know the situation of teaching-learning process when the technique is applied).

5) Preparing pre-test and post-test of cycle II.
6) Preparing the list of students’ name and scoring of cycle II.
   The preparation is designed in order to gain the purpose of the teaching-learning process. Students are supposed to improve their speaking skills by the materials which are given.

b. Acting

   In the cycle II acting phase is quite similar to the acting in cycle I. In this phase, the teaching and learning process is led by the teacher. The activities of acting phase in the cycle II are:

1) Giving pre-test for students.

2) Giving materials and explain the Picture Series of narrative text, language feature of expression.

3) Giving the example of the topic narrative text.

4) Explaining the materials and the implementation using Picture Series to teach narrative text.

5) Giving occasion for the students to ask any difficulties about the material.

6) Ask the students to make a summary based on the narrative text in a workgroup discussion. At this phase, the teacher and the students are work together. Students obtained the materials deeply. Meanwhile, the teacher helps, guides and monitors the students.

7) Giving chance for the students to present their work in front of the class.
8) Giving post-test.

c. Observing

The researcher observes the students and the teachers’ activity by using observation checklist.

d. Reflecting

Reflecting is a research finding analysis. In this point, the researcher reflects on, evaluates, and describes the effects of the action. This is used to record what happened in the observation stage.

B. Minimum Standard of Successful

The students’ success and failure in doing activities in cycle I and II will be assessed by referring to the criterion of the passing of the passing grade (KKM). The passing grade of English lesson in MAN Temanggung 70. The teacher and the researcher expect that there are at least 85% of the students who reach the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

This chapter focused on analyzing the collected data. The researcher collected the data from the eleventh grade students of MAN Temanggung. The researcher gave the details of the findings. This chapter was the main discussion of the research conducted. It presented the finding of the collected data starts from the beginning until the end of the research. The finding consists of the result of the cycle I and cycle II. Those two cycles were the treatments of the implementation using Picture Series in learning to improve speaking skill.

A. The Result of the Research

The research consists of two cycles, each cycle consists of planning, acting, observing and reflecting. The whole steps of the research would be explained in the description as follows:

1. Research Finding

The research consists of two cycles, each cycle consists of planning, acting, observing and reflecting. The whole steps of the research would be explained in the description as follows:

a. Cycle I

1. Planning

The researcher prepared some instruments, such as:
a) Lesson plan

The researcher used two lesson plans to control and manage the teaching and learning process in this research. It is aimed to manage in managing the time and activities during the teaching and learning process in the class (see appendix 3).

b) Observation checklist

Observation checklist was arranged to know the students’ and teachers’ activities during the teaching and learning process.

c) Material

The material of speaking skill was narrative text which consists of the purpose, language feature and the example.

d) Teaching aid

The researcher prepared some instruments. They were board-marker, text book and handout for students (narrative text). The researcher also prepared the materials and tools in succeeding the action.

e) Pre-test and post-test

The researcher used pre-test and post-test in the action. The pre-test and post-test was done before using Picture Series as media to know the students’ speaking ability in narrative text about “Malin Kundang”.
2. Acting

The researcher conducted in three days. The action of the cycle I consist of three parts. The first part was done on Monday, March 4\textsuperscript{th} 2019, the second part was done on Wednesday, March 6\textsuperscript{th} 2019 and the third part was done on Friday, March 8\textsuperscript{th}, 2019 at 07.45 a.m. until 09.15 a.m. The pre-test and treatment were conducted in day 1 and treatment was conducted in day 2 and post-test was conducted in day 3. The researcher rolled as an observer and observed teachers’ and students’ activity in teaching learning process. The researcher had a partner to take photos and videos in pre-test, treatment and post-test for documentation.

The first part of cycle 1 was conducted on Monday, March 4\textsuperscript{th} 2019, at 07.45 a.m., the teacher and the researcher entered the class. The researcher observed the teacher and students’ activity and the partner took some photos and videos in doing pre-test and post-test for documentation. The teacher started the lesson by greeted and asked about their condition.

The teacher mentions the purpose of coming in the class; then the researcher introduced herself to the students. After that, the teacher checked the students’ attendance list. After checked the attendance list, the teacher told that they would have a pre-test. The teacher gave a sheet of paper for the students to answer the question base on “Malin Kundang” story. Then the teacher
gave 45 minutes for the students to retelling story about “Cinderella” by the students own words. 10 minutes for preparing their answer, and 35 minutes for practice one by one. The teacher asked the students to do by them selves, and also allowed the students to open dictionary. When the students were doing the pre-test, the teacher called the students’ name one by one and the researchers’ partner recorded their performance.

After doing pre-test the teacher gave a handout to the students (see appendix 6) and asked them to open their LKS on page 38. Then the teacher asked about the meaning of narrative text. After that, the teacher explained about narrative text. Then, the teacher explained the structure, language feature and the example of narrative text. Then, the teacher explained more detail in Bahasa in order to make a deep understanding. Then, the teacher asked students who sit in the left side “AMH and MAK” to read a narrative story about “Tangkuban Perahu”. After read the text, the teacher asked students to decide which one is the orientation, complication, and resolution. The time was up, for the next meeting the teacher said that they still discuss about “Tangkuban Perahu” story. After that the teacher closed the meeting.

On Wednesday, March 6th 2019, at 07.45 a.m., the teacher and the researcher entered the class. The teacher entered the class
and greeted the students. The teacher asked the students’ condition and checked the students’ attendance list. The next activity in the class, the teacher used Picture Series as media in teaching learning process. Afterwards, the teacher gave the handout for students. The teacher made sure that all the students have got the handout.

Then, the teacher prepared the LKS and textbook. The teacher asked the students to open their LKS on page 41. The teacher asked the students to read the story of “Tangkuban Perahu” and the students must pay attention to the Picture Series of “Tangkuban Perahu” story. The teacher asked the students to used good fluency, intonation and pronunciation. The teacher gave 5 minutes to the students to read the story.

The teacher asked the students to make some groups discussion consist of 4 or 5 students in order to all the students were able to read the story, watch the picture series of the story and understand the story without any reasons. The next steps, the teacher asked the students to read the instruction on Task first to do the exercise related to narrative text. The exercises were formed in question sheet. The students did some exercises based on the “Tangkuban Perahu” story. The teacher gave 10 minutes for doing the exercise. After finished, the teacher and the students discussed it together.
The teacher gave 10 minutes to read and understand the story, and asked some students to practice in front of the class. While read and understand the story, the teacher walked around the class. In the second performance, the teacher asked the students to pay attention to their friends. In this performance, the teacher gave a correction. While pronouncing the word “failure”, “AMH did not pronounce it well. Thus, the teacher gave an example how to pronounce it. Third, Mr. G asked “ARS” to practice retelling story about “Tangkuban Perahu”. While ARS retelling story, Mr. G corrected her pronunciation. Then, ARS retelling story the story well.

After practicing the retelling story about “Tangkuban Perahu”, the teacher ordered the students to read the “Cinderella” story for next meeting. The time has over, the teacher closed the class. The teacher, the researcher and her partner left the class.

On Friday, March 8th 2019 at 07.45 a.m., the teacher and the researcher entered the class. The teacher told that they would have a post-test. Then, the teacher gave a post-test for the students in 45 minutes. The teacher gave a sheet of paper for each student. The students were asked to practice one by one in front of the class. 10 minutes for preparing the answer and 35 minutes for practicing in front of the class. The students submitted the answer and practice the retelling narrative story sone by one and their
performance was recorded. While the students were doing the post-test, the teacher walked around to check the students. The teacher allowed the students to open dictionary. In doing the post-test, some of students still asked about direction in doing the post-test. They did not read the instruction the first page of the post-test sheet. The, the teacher called the students’ name one by one and their performance was recorded by researchers’ partner.

After having post-test, and their speaking performance have been being recorded, then the teacher closed the class.

3. Observing

The researcher observed students and teacher activity by using the observation checklist in the learning process. This observation checklist was purposed to know how far the situation and enthusiasm of the students’ and teachers’ activity during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>✓</td>
<td></td>
<td>The students were paid attention to the teachers’ explanation.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td>✓</td>
<td></td>
<td>The students were asked about the familiar words, and the meaning.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>✓</td>
<td></td>
<td>The students answered teachers’ questions.</td>
</tr>
</tbody>
</table>
4. Accomplish task

The students did the task well but some of the students did not do the task, they were playing with their Smartphone.

5. Being enthusiastic in application Picture Series

The students were not really enthusiastic in using Picture Series. Some students felt confused.

### Table 2.3 Form the Result of Teachers’ Observation Checklist Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher prepared the lesson plan and the material well.</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td></td>
<td>The teacher greeted the students and the students answered.</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>✓</td>
<td></td>
<td>Before the lesson began, the teacher checked the students’ attendance.</td>
</tr>
<tr>
<td>4.</td>
<td>Reminding previous material</td>
<td>✓</td>
<td></td>
<td>The teacher explained the current material immediately.</td>
</tr>
<tr>
<td>5.</td>
<td>Giving an explanation of the material</td>
<td>✓</td>
<td></td>
<td>The teacher explained the material well; she used Bahasa to make an easy understanding for the students.</td>
</tr>
<tr>
<td>6.</td>
<td>Use Picture Series to teach speaking skill</td>
<td>✓</td>
<td></td>
<td>The teacher used Picture Series and combined</td>
</tr>
<tr>
<td>7.</td>
<td>Giving opportunity for asking the questions</td>
<td>✓</td>
<td></td>
<td>In explaining the material, the teacher gave opportunity for the students to ask any questions.</td>
</tr>
<tr>
<td>8.</td>
<td>Help students’ difficulties during learning</td>
<td>✓</td>
<td></td>
<td>The teacher gave helps for the students to solve the difficulties in learning.</td>
</tr>
<tr>
<td>9.</td>
<td>Giving feedback after lesson</td>
<td>✓</td>
<td></td>
<td>The teacher gave feedback to the results of learning.</td>
</tr>
</tbody>
</table>
Form 2.4 Form the Result of the Use Picture Series of Observation
Checklist Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher and the students have LKS and exercise of Narrative text with Picture Series sheet.</td>
<td>√</td>
<td></td>
<td>The teacher and the students had LKS and exercise of Narrative text with Picture Series sheet.</td>
</tr>
<tr>
<td>2.</td>
<td>The students can follow the Picture Series instructions.</td>
<td></td>
<td></td>
<td>The students could follow the instruction on Picture Series. They were confused.</td>
</tr>
<tr>
<td>3.</td>
<td>The students can retell the narrative text through Picture Series well.</td>
<td></td>
<td></td>
<td>Some students could not retell the narrative text through Picture Series well. They were confused.</td>
</tr>
<tr>
<td>4.</td>
<td>The Picture Series is well design and easy to understand.</td>
<td></td>
<td></td>
<td>The Picture Series was well design and easy to understand.</td>
</tr>
<tr>
<td>5.</td>
<td>The teacher does teaching and learning process by combining Picture Series and using traditional method</td>
<td></td>
<td></td>
<td>The teacher did teaching and learning process by combining Picture Series and using traditional method</td>
</tr>
</tbody>
</table>

The researcher got the data from the test of the cycle I and analyzed the data of pre-test and post-test based on rubric speaking assessment (see appendix 4). There are five aspects in scoring such as; pronunciation, intonation, fluency, grammar and vocabulary.

The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

Table 2.5 The students’ score of pre-test and post-test cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D²C</th>
</tr>
</thead>
</table>

59
From the table above, it showed the students’ score in the pre-test and post-test of the cycle I, thus the researcher could calculate the number of students who reached the passing grade as written below:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Presentation of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Presentation of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>10</td>
<td>47.61 %</td>
<td>4</td>
<td>19.04 %</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>9.52 %</td>
<td>2</td>
<td>9.52 %</td>
</tr>
</tbody>
</table>

Table 2.6 Count of Passing Grade of Pre-Test and Post-Test in the Cycle I
Then the writer calculated the deviation standard by using SPSS 16.00. It could be shown as follows:

a) Descriptive statistic cycle I

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest1</td>
<td>21</td>
<td>63.0</td>
<td>88.0</td>
<td>72.238</td>
<td>6.8404</td>
</tr>
<tr>
<td>Posttest1</td>
<td>21</td>
<td>62.0</td>
<td>90.0</td>
<td>76.667</td>
<td>7.6114</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>21</td>
<td></td>
<td></td>
<td>63.888</td>
<td>6.8404</td>
</tr>
</tbody>
</table>

From the table above it could be seen that the mean of pre-test in cycle I was 72.23 with standard deviation 6.8404. While mean post-test in cycle I was 76.66 with standard deviation 7.6114. The quantity (N) of the students is 21 students.

From the table above it could be seen that the mean of pre-test in cycle I was 72.23 with standard deviation 6.8404. While mean post-test in cycle I was 76.66 with standard deviation 7.6114. The quantity (N) of the students is 21 students.

(1) The passing grade of the cycle I
Cycle I also has shown that the students can improve their English score in speaking skill. It was shown by the mean of post-test 76.66, it was better than the mean of pre-test 72.23. The researcher also calculated the passing grade was 70.

(2) Significant

To know there was a significant improvement in speaking skill, the researcher analyzed the result of pre-test and post-test by using SPSS 16.00.

b) Paired Sample Test Cycle I

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Pretest1 - Posttest1</td>
<td>-4.4286</td>
<td>4.6105</td>
<td>1.0061</td>
<td>-6.5273 - 2.3299</td>
<td>-4.402 20 .000</td>
</tr>
</tbody>
</table>

From the table above can be seen that:

a. T-test cycle I is 4.402

b. T-table (α=0.05) from the quantity (N) 21 is 2.086
c. T-test > T-table = 4.402 > 2.086

From the explanation above, the result of paired sample would be significant and action hypothesis was accepted if sig. (2 tailed) value was < 0.05 and t-table was smaller than t-test, meanwhile, it would not be significant and action hypothesis was accepted if sig.(2 tailed) value was > 0.05 and t-table was bigger than t-test. T-test in the table above was 4.402 while t-table was 2.086 for df 20 and the significance 5%. From the explanation above, it can be seen that the sig.2 (tailed) value was 0.000 and t-test was 4.402, thus the sig. 2 (tailed) value < 0.05 and T-test was bigger than T-table. It means that action hypothesis was accepted. Therefore, the quarrel mean was 4.42. Thus, from the explanation above it could be concluded that there was a significant improvement of students’ speaking skills after using Picture Series.

4. Reflecting

Based on the result of the cycle I, there was some reflecting that should be paid attention in maximizing the skill of students in speaking. The researcher found some weakness that happened during the teaching and learning process. First, the students feel embarrassed and sometimes feel confused in stringing up the words
to make a good sentence. They do not feel confident when they practice one by one in front of the class.

The other reflection was the students did not achieve the passing grade in the pre-test and post-test. The passing grade (KKM) was 70, and the target of the passing grade was 85%, but only 42.85% who could reach the target of passing grade in the pre-test. Meanwhile, there was 71.42% who could reach the target of passing grade in the post-test. Therefore, the researcher would conduct the cycle II.

b. Cycle II

1. Planning

The researcher prepared several instruments, they are as follows:

a) Lesson plan

The lesson plan was arranged based on the problem of the result in cycle I (see appendix 3).

b) Observation checklist

Observation checklist was prepared in order to know the students’ and teachers’ activities during the teaching and learning process.

c) Material

The material of speaking skill was narrative text which consists of the purpose, language feature and the example.
d) Teaching aid

The researcher prepared some instruments. They were board-marker, text book and handout for students (narrative text). The researcher also prepared the materials and tools in succeeding the action.

e) Pre-test and post-test

The researcher used pre-test and post-test in the action. The pre-test and post-test was done before using Picture Series as media to know the students’ speaking ability in narrative text about “Cinderella”

2. Acting

The researcher conducted in three days. The action of the cycle II consist of three parts. The first part was done on Monday, March 11th 2019, the second part was done on Tuesday, March 12th 2019 and the third part was done on Friday, Wednesday 13th, 2019 at 07.45 a.m. until 08.30 a.m. The pre-test and treatment were conducted in day 1 and treatment was conducted in day 2 and post-test was conducted in day 3. The researcher rolled as an observer and observed teachers’ and students’ activity in teaching learning process. The researcher had a partner to take photos and videos in pre-test, treatment and post-test for documentation.

The first part of cycle II was conducted on Monday, March 11th 2019, at 07.45 a.m., the teacher and the researcher entered the
class. The teacher started the lesson by greeted and asked about their condition. The teacher checked the students’ attendance list. After checked the attendance list, the teacher told that they would have a pre-test. The teacher gave a sheet of paper for the students to answer the question base on “Cinderella” story. Then the teacher gave 45 minutes for the students to retelling narrative story about “Cinderella” by used the students own words. 10 minutes for preparing their answer, and 35 minutes for practice one by one. The teacher asked the students to do by them selves, and also allowed the students to open dictionary.

When the students were doing the pre-test, the teacher walked around the class to check the students while doing the test. Most of the students opened the dictionary to get the answers. In doing the pre-test, the teacher called the students’ name one by one and the researchers’ partner recorded their performance. After doing pre-test the teacher gave a handout to the students (see appendix 6) and asked them to open their LKS on page 40. Then, the teacher asked students who sit in the left side “AMH and MAK” to read a narrative story about “Mouse Deer and Crocodile”. After read the text, the teacher asked students to decide which one is the orientation, complication, and resolution. The time was up. After that the teacher closed the meeting.
On Tuesday, March 12th 2019, at 07.45 a.m., the teacher and the researcher entered the class. The teacher entered the class and greeted the students. The teacher start the lesson by saying basmallah and followed together by the students. The teacher asked the students’ condition and checked the students’ attendance list. The next activity in the class, the teacher used Picture Series as media in teaching learning process. Afterwards, the teacher gave the handout for students.

Then, the teacher prepared the LKS and textbook. The teacher asked the students to read the story of “Mouse Deer and Crocodile” and the students must pay attention to the Picture Series of “Mouse Deer and Crocodile” story. The teacher asked the students to used good fluency, intonation and pronunciation. The teacher gave 5 minutes to the students to read the story. The teacher asked a question to the students. MF so confused when he want to answered that question, he read the story for a while. Then, Fatah answered the question.

The teacher asked the students to make some groups discussion consist of 4 or 5 students in order to all the students were able to read the story, watch the picture series of the story and understand the story without any reasons. The next steps, the teacher asked the students to read the instruction on Task first to do the exercise related to narrative text. The exercises were
formed in question sheet. The students did some exercises based on the “Mouse Deer and Crocodile” story. The teacher gave 10 minutes for doing the exercise. After finished, the teacher and the students discussed it together.

After they have finished, they must to read the “Mouse Deer and Crocodile” story again and retelling the story by their own words. The teacher gave 10 minutes to read and understand the story, and asked some students to practice in front of the class. While read and understand the story, the teacher walked around the class.

First, the teacher asked “MAK” to practice in front of the class. The students did not pay attention to their friends. They ignored their friends while practicing the retelling story. Second, the teacher asked “MMAS” to practice in front of the class. In the second performance, the teacher asked the students to pay attention to their friends. In this performance, the teacher gave a correction. While pronouncing the word “remembered”, “IMT did not pronounce it well. Thus, the teacher gave an example how to pronounce it. Third, Mr. G asked “ARS” to practice retelling story about “Mouse Deer and Crocodile”. While MAA retelling the narrative story, Mr. G corrected her pronunciation. Then, MAA retelling the narrative story the story well.
After practicing the retelling story about “Mouse Deer and Crocodile”, the teacher ordered the students to read the “Cinderella” story for next meeting. The time has over, the teacher closed the class. The teacher, the researcher and her partner left the class.

On Wednesday, March 13th 2019 at 07.45 a.m., the teacher and the researcher entered the class. The teacher told that they would have a post-test. Then, the teacher gave a post-test for the students in 45 minutes. The teacher gave a sheet of paper for each student. The students were asked to practice one by one in front of the class. 10 minutes for preparing the answer and 35 minutes for practicing in front of the class. The students submitted the answer and practice one by one and their performance was recorded. While the students were doing the post-test, the teacher walked around to check the students. The teacher allowed the students to open dictionary. In doing the post-test, some of students still asked about direction in doing the post-test. They did not read the instruction the first page of the post-test sheet. Then, the teacher called the students’ name one by one and their performance was recorded by researchers’ partner.

After having post-test, and their speaking performance have been being recorded, then the teacher closed the class.
3. Observing

In cycle II, the researcher also observed the teaching-learning process in the class.

a. Observe the students’ activity

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>√</td>
<td></td>
<td>The students paid attention to the teachers’ explanation.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td>√</td>
<td></td>
<td>The students were asked questions about how to pronounce the expression correctly and the formula in the expression.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>The students answered teachers’ questions.</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td>√</td>
<td></td>
<td>All the students did the task well.</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in application Picture Series in narrative.</td>
<td>√</td>
<td></td>
<td>All the students were enthusiastic in using Picture Series in narrative text.</td>
</tr>
</tbody>
</table>

b. Observe the teachers’ activity

<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and the material well.</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and the students answered.</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>√</td>
<td></td>
<td>Before the lesson began, the teacher checked the students’ attendance.</td>
</tr>
<tr>
<td>4.</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
<td>The teacher reminded the previous materials by asking some questions.</td>
</tr>
</tbody>
</table>
5. Giving an explanation of the material  √  The teacher explained the material well; she used Text Book and online to explain the material.

6. Use Picture Series to teach speaking skill.  √  The teacher used Picture Series to teach speaking and combined it with text book.

7. Giving opportunity for asking the questions  √  In explaining the material, the teacher gave opportunity for the students to ask any questions.

8. Help students’ difficulties during learning  √  The teacher gave helps and guidance for the students to solve the difficulties in learning.

9. Giving feedback after lesson  √  The teacher gave feedback to the results of learning.

C. Observe the use of Picture Series Activity

Table 2.11 Form the Result of using Picture Series. Observation Checklist

<table>
<thead>
<tr>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>

71
and learning process by combining Picture Series
and using traditional method

The researcher got the data from the test in cycle II and
analyzed the data of pre-test and post-test based on rubric speaking
assessment (see appendix 7). There are five aspects in scoring
speaking such as; pronunciation, intonation, fluency, grammar, and
vocabulary. Each aspect of speaking test gave the point that divided
into poor, enough, good and very good.

The researcher analyzed the data of pre-test and post-test. The
calculation and result of both tests are presented below:

a) The Score of Pre-Test and Post-Test Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D²C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ARP</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>AMH</td>
<td>77</td>
<td>88</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>3.</td>
<td>ARS</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>ASW</td>
<td>88</td>
<td>96</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>5.</td>
<td>AFR</td>
<td>84</td>
<td>90</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>6.</td>
<td>AAR</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7.</td>
<td>CO</td>
<td>83</td>
<td>88</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>8.</td>
<td>EA</td>
<td>74</td>
<td>86</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>9.</td>
<td>FYC</td>
<td>70</td>
<td>83</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>10.</td>
<td>F</td>
<td>79</td>
<td>86</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>11.</td>
<td>FAF</td>
<td>81</td>
<td>86</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>
After that, the writer calculated the deviation standard by using SPSS 16.00 which is presented as follows:

b) The Descriptive Statistic Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Presentation of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Presentation of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>5</td>
<td>23.80 %</td>
<td>1</td>
<td>4.7 %</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>9.52 %</td>
<td>1</td>
<td>4.7 %</td>
</tr>
<tr>
<td>&gt;70</td>
<td>14</td>
<td>66.66 %</td>
<td>19</td>
<td>90.47 %</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100 %</td>
<td>21</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 2.14 Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prestest2</td>
<td>21</td>
<td>66.00</td>
<td>88.00</td>
<td>75.9048</td>
<td>6.63253</td>
</tr>
</tbody>
</table>

Table 2.13 Count the passing grade of Pre-Test and Post-Test in Cycle II
From the table 2.14, it can be seen that the mean of pre-test in cycle II is 75.90 with standard deviation 6.632. Meanwhile, the mean of post-test in cycle II is 84.00 with standard deviation 7.071. The quantity (N) of the students is 21 students.

a. The passing grade of cycle II

Cycle II also has shown that the students can improve their English score especially in speaking skills mean of post-test 75.90, it is better than mean of pre-test 84.00. The researcher also calculates the passing grade is 70.

b. Significant

To know there is a significant improvement in students’ speaking skills, the researcher analyzed the result of pre-test and post-test.

c) Paired samples test of cycle II

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>69.00</td>
<td>96.00</td>
<td>84.0000</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the table 2.15, it could be seen that:

1. \( T \)-table cycle II 2.086
2. \( T \)-table (\( \alpha = 0.05 \)) from the quantity (N) 21 is 2.086
3. \( T \)-test 9.954 > 2.086

From the explanation above it could be concluded that the result of \( t \)-test would be significant and action hypothesis was accepted if sig. 2 (tailed) values was < 0.05 and \( t \)-table was smaller than \( t \)-test. Meanwhile, it would not be significant and action hypothesis is accepted if sig. 2 (tailed) value was > 0.05 and \( t \)-table was bigger than \( t \)-test. \( T \)-test in the table above was 9.954 while \( t \)-table showed 2.086 for df 20 and the significance 5%. From the explanation above, it can be seen that, the sig. 2 (tailed) value < 0.05 and \( t \)-test was bigger than \( t \)-table. It means that action hypothesis was accepted. For the quarrel mean was 8.09.
From the explanation above, it can be concluded that there is a significant improvement of students’ speaking skills by using Picture Series in cycle II.

4. Reflecting

In the cycle II, the researcher emphasized on the practicing retelling story in order to the students would speak in English fluently. It is also benefited the use Picture Series in observing, exploring, and communicating activity. From the cycle 1 until 2, some of students could not retelling the story well even thought they had saw the picture series. However, the other students could retelling the story well.

The passing grade (KKM) was 70, and the target was 85%. In the cycle II, 90.47% of the students could pass the passing grade. The result of post-test in the cycle II was more than the target of passing grade. It means that the reflection from the cycle I which is applied in the action of cycle 2, there was improvement of students’ speaking skills by using Picture Series for the eleventh grade students of MAN Temanggung. Thus, the researcher stopped the study until cycle 2 because 90.47% of the students have passed the passing grade.
2. Discussions

a. Implementation of Picture Series in narrative text to improve students’ speaking skills for the eleventh grade students of MAN Temanggung in the academic year 2018/2019

From this study, the researcher could conclude that the implementation Picture Series was successful to improve students’ speaking skills for the eleventh grade students of MAN Temanggung. The researcher got the information from the cycle I and cycle II.

The researcher analyzed the speaking proficiency of the students and the students’ speaking proficiency has improved. The students’ fluency and pronunciation increased from their practice in the class. In the cycle I, some of students confused when they retelled the narrative story, because their vocabulary was lac. In cycle II, the students retelled the narrative story. They still confused but, the students’ pronunciation in cycle II was better than in the cycle I.

The implementation of each cycle was divided into three parts. In the first meeting, the teacher conducted pre-test in 45 minutes and the treatment was conducted in 45 minutes by implementing Picture Series. The second treatment was done in the next meeting. The treatment was 90 minutes. The third meeting was used to conduct post-test in 45 minutes. In the cycle I, there was some reflecting that should be paid attention in maximizing the skill of students in speaking. The researcher found some weakness that happened during the teaching and learning
process. First, the students feel embarrassed and sometimes feel confused in stringing up the words to make a good sentence. They do not feel confident when they practice one by one in front of the class.

In cycle II, there were three parts. The teacher gave pre-test in 45 minutes and 45 minutes for giving the first treatment. In the second meeting, the teacher gave treatment in 90 minutes. In the third meeting, the teacher gave a post-test was done in 45 minutes. The implementation of Picture Series in the second treatment was successful since the students used to use Picture Series in learning English While doing the Picture Series the students were interested. The students have known well many new vocabulary.

b. Improvement of students’ speaking skills by using Picture Series in narrative text for the eleventh grade students of MAN Temanggung in the academic year 2018/2019

In this study, there were 31 students, in the pre-test cycle I there were three students who did not join the pre-test and one student did not join the post-test cycle I since one student joined PASKOT. In cycle II, the pre-test and post-test was followed by 21 students, there were 10 students who did not join the pre-test and post-test in cycle II since 10 students joined Boy Scouting activity. Thus, the total of students who did not join the pre-test and post-test in cycle I and II were 10 students, therefore, these students were not included in analysis.
Then, the researcher collected the students’ scores, then the researcher analyzed the students’ speaking skills, and students’ speaking skills have improved from the cycle 1 until cycle 2. The improvement is described as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-Test</th>
<th>Presentation of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Presentation of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>10</td>
<td>47.61 %</td>
<td>4</td>
<td>19.04 %</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>9.52 %</td>
<td>2</td>
<td>9.52 %</td>
</tr>
<tr>
<td>&gt;70</td>
<td>9</td>
<td>42.85 %</td>
<td>15</td>
<td>71.42 %</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100 %</td>
<td>21</td>
<td>100 %</td>
</tr>
</tbody>
</table>

From the table 2.16, the researcher knew that only nine students who could pass the passing grade (KKM) in the pre-test cycle I. The presentation of students who could pass the passing grade in pre-test cycle I was 42.85%, and 9.52% of the students who got 70. The total presentation of the students who could pass the passing grade was 52.37%. Therefore, there was 47.61% of the students who got the score under the passing grade. The passing grade of English subject in MAN Temanggung was 70. The target presentation of passing grade was 85%. Therefore, the target presentation of passing grade in the pre-test cycle I was not achieved.

Meanwhile, based on the data, there were fifteen students who could pass the passing grade (KKM) in the post-test cycle I. The presentation of students who could pass the passing grade in the post-test
cycle I was 71.42%, and there were two students who got 70, the presentation was 9.52%. In the other hand, the presentation of students who could not reach the passing grade in the post-test cycle I was 19.04%, it was lower than the presentation of students who could not pass the passing grade in pre-test cycle I. There was an improvement 19.05% of the presentation from 52.37% until 71.42%.

Table 2.17 Analysis Table of Mean, Standard Deviation, T-Table and T-Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of Pre-test</td>
<td>72.23</td>
<td>75.90</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>76.66</td>
<td>84.00</td>
</tr>
<tr>
<td>2.</td>
<td>Standard Deviation Pre-test</td>
<td>6.84</td>
<td>6.63</td>
</tr>
<tr>
<td></td>
<td>Standard Deviation Post-test</td>
<td>7.61</td>
<td>7.07</td>
</tr>
<tr>
<td>3.</td>
<td>T-table</td>
<td>2.086</td>
<td>2.086</td>
</tr>
<tr>
<td></td>
<td>N = N= 21</td>
<td>2.086</td>
<td>2.086</td>
</tr>
<tr>
<td>4.</td>
<td>T-test</td>
<td>4.402</td>
<td>9.954</td>
</tr>
</tbody>
</table>

From the data in the table 2.17 cycle I, the score of t-test was 4.402. The significant level was 5% to t-table. The score of t-table with (N-1) = 20 was 2.086. The result was 4.402 > 2.086. The researcher could conclude that the score of t-test was higher than t-table. It was also shown in the mean of students’ score of pre-test cycle I is 72.23 and the mean of post-test in cycle I is 76.66. It could be concluded that the presentation of pre-test and post-test in cycle still could not achieve the
target presentation of passing grade. Thus, the researcher would conduct the cycle II.

Table 2.18 Count Passing Grade of Pre-Test and Post-Test Cycle II

<table>
<thead>
<tr>
<th>Grade of Pre-Test</th>
<th>Presentation of Pre-Test</th>
<th>Grade of Post-Test</th>
<th>Presentation of Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>5</td>
<td>23.80 %</td>
<td>1</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>9.52 %</td>
<td>1</td>
</tr>
<tr>
<td>&gt;70</td>
<td>14</td>
<td>66.66 %</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100 %</td>
<td>21</td>
</tr>
</tbody>
</table>

From the data pre-test in the table 2.18 cycle II, there were 14 students who could pass the passing grade, and the presentation was 66.66 %. Two students who got 70, and the presentation was 9.52 %. Therefore, the total presentation of the students who could pass the passing grade in pre-test cycle II was 76.18 %. It closed the target presentation of the passing grade. While, there was five students by the presentation 23.80 % of the students who could not reach the passing grade.

Meanwhile, based on the data in post-test cycle II, there were 19 students who got score above the passing grade, one student who got 70, and one student who could not pass the passing grade. The presentation of the students who could pass the passing grade was 90.47 % and 4.7 % of the students who got 70. Thus, the total presentation of the students who could pass the passing grade in cycle II was 95.17 %. It increased
from the pre-test cycle II. Therefore, it has exceeded the target presentation of the passing grade.

Table 2.19 Analysis Table of Mean, Standard Deviation, T-table, and T-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of Pre-test</td>
<td>72.23</td>
<td>75.90</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>76.66</td>
<td>84.00</td>
</tr>
<tr>
<td>2</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>6.84</td>
<td>6.63</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>7.61</td>
<td>7.07</td>
</tr>
<tr>
<td>3</td>
<td>T-table</td>
<td>2.086</td>
<td>2.086</td>
</tr>
<tr>
<td></td>
<td>N=21</td>
<td></td>
<td>N=21</td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>4.402</td>
<td>9.954</td>
</tr>
</tbody>
</table>

From the data in the table 2.19 cycle II, the score of t-test was 9.954. The significant level was 5% to t-table. The score of t-table (N-1) = 20 was 2.086. The result was 9.954 > 2.086. The researcher could conclude that the score of t-test was higher than t-table. The target presentation of the passing grade has been achieved. Therefore, the researcher stopped the study until cycle II.

After the researcher conducted the cycles until twice, the researcher could conclude that the use of Picture Series in narrative text learning to teach for the eleventh grade students of MAN Temanggung has improved students’ speaking skills. Therefore, there was a significant difference between pre-test and post-test mean in cycle II.
CHAPTER V

CLOSURE

This chapter consists of the conclusion and suggestion. The researcher provides some conclusions and suggestions of the research. The researcher makes conclusions based on the findings which are discussed in the previous chapter.

A. Conclusion

After conducting the research and analyzing the data, the researcher brings several conclusions to answer the research problems below:

1. The implementation of each cycle was divided into three parts. In the first meeting, the teacher conducted pre-test in 45 minutes and the treatment was conducted in 45 minutes by implementing Picture Series. The second treatment was done in the next meeting. The treatment was 90 minutes. The third meeting was used to conduct post-test in 45 minutes. In the cycle I, the implementation of Picture Series was effective and can improve students’ speaking skills, especially in the narrative text. It can be proven by the data instrument they are observation and test the result also indicate that in cycle 1, many students who cannot pass the KKM. In cycle II, there were three parts. The teacher gave pre-test in 45 minutes and 45 minutes for giving the first treatment. In the second meeting, the teacher gave second treatment in 90 minutes. In the third meeting,
the teacher gave a post-test was done in 45 minutes. The implementation of Picture Series in the second treatment was successful since the students used to use Picture Series in learning English. While doing the Picture Series, the students were interested. Then, the researcher analyzed the students’ speaking skills, and students’ speaking skills have improved from the cycle 1 until cycle 2.

2. There was an improvement of speaking skill by using Picture Series for eleventh grade students of MAN Temanggung. It could be seen from students’ scores of pre-test and post-test. Therefore, before the media was implemented, there was 47.61 % of the students who did not pass the passing grade, and only 42.85 % of the students who could reach the passing grade. Meanwhile, in the post-test result, there was 9.04% of the students who could not reach the passing grade on the post-test, and there was 71.42 % of the students who could reach the passing grade. On the other hand, the result of the cycle II showed that there was 23.80 % of the students who could not reach the passing grade, and only 66.66 % of the students who could reach the passing grade on the post-test of cycle II. Meanwhile, there was 90.47 % of the students who could reach the passing grade on the post-test of cycle II. Therefore, it was shown in the mean of students’ score of pre-test cycle I is 72.23 and the mean of post-test in cycle I is 76.66. Meanwhile, the
mean of pre-test in cycle II was 75.90 and the mean of post-test in cycle II was 84.00. It means that the implementation of Picture Series in narrative text was successful to improve students’ speaking skills.

B. Suggestion

Based on the research findings and discussion, the following suggestions are addressed to the teacher, the students, and the future researcher.

1. For the teacher

The teacher can use Picture Series context to improve the students’ ability in speaking. Using Picture Series is an interesting media and it creates an enjoyable activity for students which do not rivet on the text books. Therefore, Picture Series which combined with narrative text is very easy to be applied because it can increase the students’ courage in speaking skill.

2. For the students

The students can understand the narrative story more easily when they use Picture. It will help the students to solve their problems in speaking and to improve their speaking skills. The use Picture Series can be more enjoyable for students in learning English. Thus, the students can increase their courage in speaking.
3. For the future researcher

The researcher suggests the future researcher to conduct Classroom Action Research in using Picture Series to improve students’ speaking skills. The future researcher can apply and examine the effectiveness of using Picture Series in teaching learning process.
REFERENCES


Akhyak, and Indrawan A. 2013. Improving the Students’ English Speaking Competence through Storytelling (Study in PangeranDiponegoro Islamic College (STAI)


Ratna, I. M. 2014. *Picture Series to Improve Students’ Speaking Skill.* UPI.


Appendix 1

Syllabus of MAN Salatiga Curriculum 2016 Revised

A. Kelas: XI

Alokasi Waktu: 4 jam pelajaran/minggu

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</td>
<td><strong>Fungsi sosial</strong>&lt;br&gt;Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.&lt;br&gt;<strong>Struktur text</strong>&lt;br&gt;(gagasan utama dan informasi rinci)&lt;br&gt;- Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.&lt;br&gt;- Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.&lt;br&gt;- Krisis yang terjadi terhadap tokoh utama (komplikasi)&lt;br&gt;- Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih&lt;br&gt;- Ulasan atau komentar umum (reorientasi), opsional.&lt;br&gt;<strong>Unsur kebahasaan</strong>&lt;br&gt;- Tata bahasa: tense Simple, Continuous, Perfect, dalam bentuk Present dan Past, dengan atau tanpa kata kerja bantu modal, secara terintegrasi&lt;br&gt;- Kosa kata: terkait karakter, watak, dan</td>
<td>• Menyimak guru membaca beberapa teks naratif berbentuk cerita pendek.&lt;br&gt;• Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar.&lt;br&gt;• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut.&lt;br&gt;• Membaca dan mendiskusikan contoh tabel analisis isi teks yang sedang dipelajari.&lt;br&gt;• Membahas cara mempresentasikan hasil analisis tersebut.&lt;br&gt;• Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing.&lt;br&gt;• Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif berbentuk cerita pendek dari sumber lain.&lt;br&gt;• Mempresentasikan hasil analisis secara lisan di depan kelompok lain.&lt;br&gt;• Menceritakan kembali teks naratif berbentuk cerita pendek yang telah dipelajari dengan menggunakan bahasa sederhana.</td>
</tr>
<tr>
<td>4.1. Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>setting dalam cerita pendek</td>
<td>• Melakukan refleksi tentang proses dan hasil belajarnya.</td>
</tr>
<tr>
<td></td>
<td>- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Semua jenis adverbia.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Topik</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cerita-cerita pendek yang memberikan keteladanan dan yang dapat menumbuhkan perilaku yang termuat dalam KI.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2
Lesson Plan Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) CYCLE I

Sekolah : MAN Temanggung
Mata pelajaran : Bahasa & Sastra Inggris
Materi Pokok : Narrative Text
Kelas/Semester : XI IBB/2
Alokasi Waktu : 3 x pertemuan ( 6 x 45 menit)

A. Kompetensi Inti (KI)

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktaual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi</td>
<td>3.5.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</td>
</tr>
<tr>
<td>terkait cerita pendek, sesuai dengan konteks penggunaannya.</td>
<td>meresponnya. 3.5.2 Menentukan struktur teks, dan unsur kebahasaan untuk memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek.</td>
<td>4.5.1 Mempraktekkan teks lisan dalam bentuk dialog/monolog dengan menggunakan ungkapan untuk menyatakan dan menanyakan tentang pendapat dengan pronunciation, intonation, grammar, vocabulary yang tepat, serta kelancaran.</td>
</tr>
</tbody>
</table>

C. Materi pembelajaran
1. Fungsi sosial dari isi teks naratif.
2. Struktur teks dari teks naratif.
3. Unsur kebahasaan teks naratif.
   (terlampir)

D. Metode pembelajaran
Metode: Scientific Approach  
Model: Picture Series  
Tehnik: Retelling Story

E. Alat dan sumber pembelajaran
1. Media/alat pembelajaran:  
   Picture series, whiteboard, spidol, lembar pre-test, lembar post-test

2. Sumber pembelajaran:  
   Buku paket Bahasa Inggris kelas XI kurikulum 2013 revisi 2016  
F. Langkah-langkah kegiatan pembelajaran

Pertemuan ke 1: Pre-Test

**PRE-TEST 45’**

Pertemuan ke 1: Treatment

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| **Pendahuluan**| a. Guru membuka kegiatan dimulai dengan mengucapkan salam.  
b. Guru meminta salah satu siswa untuk memimpin berdo’a sebelum pelajaran dimulai.  
c. Guru mengecek kehadiran siswa dan menyiapkan suasana belajar yang kondusif.  
d. Guru menyampaikan tujuan pembelajaran.  
e. Menyebutkan kegiatan pembelajaran yang akan dilakukan.                                                                                                                                 | 5’            |

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Mengamati</th>
<th>10’</th>
</tr>
</thead>
</table>
|               | a. Guru memberikan definisi dan contoh tentang “Narrative text”.  
b. Guru memberi contoh bentuk cerita naratif “Sangkuriang”.  
c. Siswa diminta untuk menyiimbang dan membaca cerita “Sangkuriang” dengan ucapan dan tekanan kata yang benar.  
d. Kemudian siswa mengidentifikasi seri gambar, fungsi sosial, struktur teks, dan unsur kebahasaan dari cerita yang sedang dipelajari. |               |

<table>
<thead>
<tr>
<th></th>
<th>Menanya</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Guru membimbing siswa mempertanyakan informasi yang terdapat dalam cerita “Sangkuriang” (fungsi sosial, dan unsur kebahasaan).</td>
<td>5’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mengeksplorasi</th>
<th>10’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Dengan bimbingan guru, siswa dibagi</td>
<td></td>
</tr>
</tbody>
</table>
kedalam beberapa kelompok diskusi yang terdiri 4-5 siswa untuk membaca dan memahami cerita “Sangkuring”

b. Secara berkelompok, siswa menganalisis fungsi sosial, strukture teks dan undur kebahasaan yang terdapat pada cerita “Sangkuring”

c. Guru membantu, mengarahkan dan mendampingi siswa.

Mengasosiasi

a. Siswa mengolah informasi yang sudah didapat dari cerita “Sangkuriang”.

b. Secara berkelompok siswa menentukan strukture teks dan unsur kebahasan dalam cerita “Sangkuriang”

c. Guru membantu, mengarahkan dan mendampingi siswa.

Mengkomunikasi

a. Dari hasil kerja kelompok siswa dapat mengidentifikasi dan menganalisis cerita “Sangkuriang”.

b. Guru mengamati dan menilai presentasi siswa dari aspek ketrampilan.

c. Guru mengevaluasi hasil pekerjaan siswa dan memberikan penilaian.

Penutup

a. Siswa menyimpulkan hasil pembelajaran.

b. Guru memberikan feedback.

c. Guru menyampaikan rencana pembelajaran selanjutnya.

### Pertemuan ke 2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | a. Guru membuka kegiatan dimulai dengan mengucapkan salam.  
b. Guru meminta salah satu siswa untuk memimpin berdo’a sebelum pelajaran dimulai.  
c. Guru mengecek kehadiran siswa dan | 5’ |
<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Mengamati</th>
<th>Menanyanya</th>
<th>Mengeksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Guru memberikan apersepsi dengan memberikan pertanyaan pancingan tentang cerita “Sangkuriang”, sehingga dapat memancing siswa berinteraksi secara sederhana.</td>
<td>10’</td>
<td>30’</td>
<td>10’</td>
</tr>
<tr>
<td>b. Siswa menjawab pertanyaan berdasarkan pengetahuan mereka.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Siswa menyimak seri gambar dan membaca cerita “Sangkuriang” untuk menanyakan dan menyatakan pendapat yang diperagakan guru, dengan ucapan dan tekanan kata yang benar.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Kemudian siswa mengidentifikasi seri gambar, fungsi sosial, struktur teks, dan unsur kebahasaan dari cerita yang sedang dipelajari.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Menanyanya**

| a. Guru membimbing siswa mempertanyakan informasi yang terdapat dalam cerita bergambar (fungsi sosial, dan unsur kebahasaan). | 30’ | | |
| b. Siswa merespon pertanyaan yang berkaitan dengan teks lisan dalam cerita tersebut. | | | |

**Mengeksplorasi**

| a. Dengan bimbingan guru, siswa dibagi kedalam beberapa kelompok diskusi yng terdiri 4-5 siswa untuk membaca dan memahami cerita, serta mengamati seri gambar “Sangkuriang” | 10’ | | |
| b. Masing-masing dari kelompok mempresentasikan hasil diskusinya dan kelompok yang lainnya memberikan | | | |
tanggapan.
c. Guru membantu, mengarahkan dan mendampingi siswa.

Mengasosiasi
a. Siswa mengolah informasi yang sudah didapat dari cerita “Sangkuriang”.
b. Setiap peserta didik dalam satu kelompok mengidentifikasi bagian-bagian (generic structure, purpose, language feature, etc) dalam cerita tersebut serta menjawab soal berdasarkan cerita berseri gambar tersebut dan menulisnya di lembar jawab yang tersedia.
c. Guru membantu, mengarahkan dan mendampingi siswa.

Mengkomunikasi
a. Dari hasil kerja kelompok siswa dapat menceritakan kembali cerita tentang “Malin Kundang” sesuai dengan runtutan seri gambar kepada teman sekelasnya.
b. Guru mengamati dan menilai presentasi siswa dari aspek ketrampilan.
c. Guru mengevaluasi hasil pekerjaan siswa dan memberikan penilaian.

Penutup
a. Siswa menyimpulkan hasil pembelajaran.
b. Guru memberikan feedback.
c. Guru menyampaikan rencana pembelajaran selanjutnya.

**Pertemuan ke 3: Post-Test**

**POST-TEST**

**G. Penilaian**

1. Teknik: Tes lisan
2. Bentuk: Menceritakan kembali cerita sesuai dengan seri gambar
3. Instrument:
   PRE-TEST (45’

---
1. Give the students a story about “Malin Kundang”.
2. The students read the story for 2-3 minutes.
3. The students answer the questions based on the text.
4. Each student must retelling the story in front of the class for 1-2 minutes! (Usahakan durasi speaking kalian selama 1-2 menit)
5. Practice one by one in front of the class. Your speaking will be recorded!

Example:

Malin Kundang

Once upon a time, there were a mother and her young son, namely Malin Kundang, lived in difficult life. They hanged life with something given by the nature. They took woods from the forest and sold them to buy their food. It was not enough to fulfill their daily need normally. They ate food whatever there was, they wore clothes whatever there was. They were very poor.

One day, Malin Kundang asked for permission to her mother to work. He wants to change their life. “Mother, let me go to get work, so we can live in better life. “I will come back soon” said Malin Kundang. “Of course, my Dear. “May God bless you!” answered his mother.

Malin Kundang went away to try his luck in a big ship. His poor life motivated him to be a good employee. He was very diligent and made his career increased as fast as possible, until he became a rich man. The merchant of a big ship interested in him and wanted him to marry his daughter. Malin Kundang agreed because she was very beautiful.

After Malin Kundang married, one day, his wife invited him to see his mother land. Malin agreed with her. Their ship anchored near the harbor of West Sumatra. Everybody heard their coming. The dweller told about it. “Malin come back! Malin come back! He is a rich man now!” they shouted.

Malin Kundang’s mother came to the harbor and found Malin Kundang with his wife. “Malin! Welcome to your village!” said his mother. Malin Kundang ashamed to his wife when he saw his mother in a bad clothes. He always said to his wife that he was a son of a rich man.
“I am your mother, Malin. You don’t remember me, do you?” said his mother more. “Go away! I have no mother like you!” shouted Malin Kundang. Malin Kundang’s mother was very sad. She was in believe and un-believe that the man on the ship is his son. She said to God to make sure about it. “God if he is not my son, forgive me that I have felt he is my son, but if he is my son, you are the Justest King”.

In a short time, the sky became dark, the thunder rumbled. No light then after the last thundering sound. After everything in normal condition, there was a big stone of Malin Kundang and his ship.

POST-TEST (45’)

1. Give the students a story with the picture series about “Malin Kundang”.
2. The students read the story for 2-3 minutes.
3. The students answer the questions based on the text.
4. Each students must retelling story based on the picture series in front of the class for 1-2 minute! (Usahakan durasi speaking kalian selama 1-2 menit)
5. Practice one by one in front of the class. Your speaking will be recorded!

Example:

Malin Kundang

Once upon a time, there were mother and her young son, namely Malin Kundang, lived in difficult life. They hanged life with something given by the nature. They took woods from the forest and sold them to buy their food. It was not enough to fulfill their daily need normaly. They ate food whatever there was, they wore clothes whatever there was. They were very poor.
One day, Malin Kundang asked for permission to her mother to work. He want to change their life. “Mother, let me go to get work, so we can live in better life. I will come back soon” said Malin Kundang. “Of course, my Dear. May God bless you!” answered his mother.

Malin Kundang went away to try his luck in a big ship. His poor life motivated him to be a good employee. He was very diligent and made his career increased as fast as possible, until he became a rich man. The merchant of a big ship interested in him and wanted him to marry his daughter. Malin Kundang agreed because she was very beautiful.

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his mother. Malin Kundang ashamed to his wife when he saw his mother in a bad clothes. He always said to his wife that he was a son of a rich man.

“ I am your mother, Malin. You don’t remember me, do you?” said his mother more.

“ Go away! I have no mother like you!” shouted Malin Kundang. Malin Kundang’s mother was very sad. She was in believe and un-believe that the man on the ship is his son. She said to God to make sure about it. “ God if he is not my son, forgive me that I have felt he is my son, but if he is my son, you are the Justest King”.

In a short time, the sky became dark, the thunder rumbled. No light then after the last thundering sound. After everything in normal condition, there was a big stone of Malin Kundang and his ship.

---

**Speaking Grading Rubric adapted from Masyi’ah, Anita Nur (2014:38)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Pronunciation</th>
<th>Intonation</th>
<th>Fluency</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1-9)</td>
<td>Errors in pronunciation are frequent but can be understood by</td>
<td>(1-9) Not really paying attention to the stress and intonation</td>
<td>(7-11) Dominated by hesitation</td>
<td>(7-11) Errors in grammar are frequent, but speaker can be</td>
<td>(7-12) Speaking vocabulary inadequate to express anything but</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-15</td>
<td>Accent is intelligible though often quite faulty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-15</td>
<td>Paying attention to the intonation and stress, even though still making several mistakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-15</td>
<td>Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-15</td>
<td>Has speaking vocabulary sufficient to express himself simply with some circumlocution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td>Errors in pronunciation are quite rare</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td>Good intonation and stress in almost 70% of the words pronounced</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td>Minor or there is no hesitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td>Control of grammar is good. Able to speak the language with sufficient structural accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td>Able to speak the language with sufficient vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Salatiga, 4 Maret 2019

Guru Mata Pelajaran

NIP. 197204101997031003

Peneliti

Gafur, M.Pd.

Uswatun Hasanah

NIM. 113-14-014
Narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story.

The Generic Structure of Narrative Text

There are 3 (three) steps in constructing a narrative text. They are orientation, complication, and resolution.

a) Orientation

The writer tells the audience who is in the story, when it is happening, where it is happening, and what is happening.

b) Complication

The writer tells about something that will begin a chain of events.

c) Resolution

The ending of the story, it shows how the characters deal with the problem.

Observing

Read and identify the orientation, complication and resolution of this narrative text!

Tangkuban Perahu

Long time ago in the West Java, lived a women named Dayang Sumbi. She lived alone and she was thirsting for a husband or a live-friend. One day when quilting, her quilt fell off from her house. Then she prayed to gods “If a man picks up my quilt, he will be my husband. If a women, she will be my sister.” Then, a male dog picked it up. So Dayang Sumbi got married to the dog, and called him Tumang.
Dayang Sumbi gave birth to a baby, named him Sangkuriang, but never tell him who is his father. One day, sangkuriang was hunting with Tumang in the forest, and he found nothing. He blamed Tumang for the failure and killed Tumang. When Dayang Sumbi knew that, she hit Sangkuriang’s head with a big spoon and expelled him.

Many years later, the wandering Sangkuriang found a house in the forest, and an old beautiful woman was in the house. The woman, Dayang Sumbi recognized the adventurer as Sangkuriang. Sangkuriang forced her to marry him and she told that Sangkuriang had to build a vast boat for their honeymoon, just in one night. In the night, Sangkuriang called his friends, ghosts and forest fairies to help him.

Feared the boat to complete, Dayang Sumbi asked another woman in the nearby forest to help her. So the women punched the grains with grains puncher to make noise which disturbed the ghosts and the fairies ran away, leaving Sangkuriang. Enraged, Sangkuriang kicked away the boat to the downside, and it turned into a mountain, called Tangkuban Perahu, which stood in the north of my city Bandung, until now.

**Associating**

Answer the question!

1. Who was Dayang Sumbi’s husband?
2. Why did she marry her dog, Tumang?
3. Why did Sangkuriang kill his dog?
4. What did Dayang Sumbi do after she knew about Tumang?
5. Mention five action verbs from the text!

**Exploring**

Retelling the narrative story about “Tangkuban Perahu” by using your own words!

---

**Appendix 4**

**Lesson Plan Cycle 2**

**RENCANA PELAKSANAAN PEMBELAJARAN**
(RPP) CYCLE II

Sekolah : MAN Temanggung
Mata pelajaran : Bahasa & Sastra Inggris
Materi Pokok : Narrative Text
Kelas/Semester : XI IBB/2
Alokasi Waktu : 3 x pertemuan (6 x 45 menit)

A. Kompetensi Inti (KI)

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya.</td>
<td>3.5.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaanyadan meresponnya.</td>
</tr>
<tr>
<td></td>
<td>3.5.4 Menentukanstruktur teks, dan unsur kebahasaan untuk memberi dan meminta informasi terkait cerita</td>
</tr>
</tbody>
</table>
pendek, sesuai dengan konteks penggunaanya

| 4.6 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek. | 4.6.1 Mempraktekkan teks lisan dalam bentuk dialog/monolog dengan menggunakan ungkapan untuk menyatakan dan menanyakan tentang pendapat dengan pronunciation, intonation, grammar, vocabulary yang tepat, serta kelancaran. |

C. Materi pembelajaran

1. Fungsi sosial dari isi teks naratif.
2. Struktur teks dari teks naratif.
3. Unsur kebahasaan teks naratif.
   (terlampir)

D. Metode pembelajaran

Metode: Scientific Approach
Model: Picture Series
Tehnik: Retelling Story

E. Alat dan sumber pembelajaran

1. Media/alat pembelajaran:
   Picture series, whiteboard, spidol, lembar pre-test, lembar post-test

2. Sumber pembelajaran:
   Buku paket Bahasa Inggris kelas XI kurikulum 2013 revisi 2016
   https://shortstoriesshort.com/story/cinderella-beautiful-girl/

F. Langkah-langkah kegiatan pembelajaran

Pertemuan ke 1: Pre-Test
## Pertemuan ke 1: Treatment

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan</strong></td>
<td></td>
<td>5’</td>
</tr>
<tr>
<td>a. Guru membuka kegiatan dimulai dengan mengucapkan salam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Guru meminta salah satu siswa untuk memimpin berdo’a sebelum pelajaran dimulai.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Guru mengecek kehadiran siswa dan menyiapkan suasana belajar yang kondusif.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Guru menyampaikan tujuan pembelajaran.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Menyebutkan kegiatan pembelajaran yang akan dilakukan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kegiatan Inti</strong></td>
<td>Mengamati</td>
<td>10’</td>
</tr>
<tr>
<td>a. Guru memberikan apersepsi dengan memberikan pertanyaan pancingan tentang cerita “Mouse Deer and Crocodile”, sehingga dapat memancing siswa berinteraksi secara sederhana.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Siswa diminta untuk menyimak dan membaca cerita “Mouse Deer and Crocodile” dengan ucapan dan tekanan kata yang benar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Kemudian siswa mengidentifikasi seri gambar, fungsi sosial, struktur teks, dan unsur kebahasaan dari cerita yang sedang dipelajari.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Menanya</strong></td>
<td></td>
<td>5’</td>
</tr>
<tr>
<td>a. Guru membimbing siswa mempertanyakan informasi yang terdapat dalam cerita “Mouse Deer and Crocodile” (fungsi sosial, dan unsur kebahasaan).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Siswa merespon pertanyaan yang berkaitan dengan teks lisan dalam cerita</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mengeksplorasi
a. Dengan bimbingan guru, siswa dibagi kedalam beberapa kelompok diskusi yang terdiri 4-5 siswa untuk membaca dan memahami cerita, “Mouse Deer and Crocodile”

b. Secara berkelompok, siswa menganalisis fungsi sosial, strukture teks dan undur kebahasaan yang terdapat pada cerita “Mouse Deer and Crocodile”

c. Guru membantu, mengarahkan dan mendampingi siswa.

Mengasosiasi
a. Siswa mengolah informasi yang sudah didapat dari cerita “Mouse Deer and Crocodile”.

b. Secara berkelompok siswa menentukan strukture teks dan unsur kebahasaan dalam cerita “Mouse Deer and Crocodile”

c. Guru membantu, mengarahkan dan mendampingi siswa.

Mengkomunikasi
a. Dari hasil kerja kelompok siswa dapat mengidentifikasi dan menganalisis cerita “Sangkuriang”.

b. Guru mengamati dan menilai presentasi siswa dari aspek ketrampilan.

c. Guru mengevaluasi hasil pekerjaan siswa dan memberikan penilaian.

Penutup
a. Siswa menyimpulkan hasil pembelajaran.

b. Guru memberikan feedback.

c. Guru menyampaikan rencana pembelajaran selanjutnya.

<table>
<thead>
<tr>
<th>Pertemuan ke 2</th>
<th>Kegiatan</th>
<th>Deskripsi kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>10’</td>
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<td></td>
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<td>5’</td>
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<td></td>
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<td>5’</td>
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<tr>
<td>Pendahuluan</td>
<td>Mengamati</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>a. Guru membuka kegiatan dimulai dengan mengucapkan salam.</td>
<td>a. Guru memberikan apersepsi dengan memberikan pertanyaan pancingan tentang cerita “Mouse Deer and Crocodile”, sehingga dapat memancing siswa berinteraksi secara sederhana.</td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td>b. Guru meminta salah satu siswa untuk memimpin berdo’a sebelum pelajaran dimulai.</td>
<td>b. Siswa menjawab pertanyaan berdasarkan pengetahuan mereka.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Guru mengecek kehadiran siswa dan menyiapkan suasana belajar yang kondusif.</td>
<td>c. Siswa diminta untuk menyimak seri gambar dan membaca cerita “Mouse Deer and Crocodile” untuk menanyakan dan menyatakan pendapat yang diperagakan guru, dengan ucapan dan tekanan kata yang benar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Menyebutkan kegiatan pembelajaran yang akan dilakukan.</td>
<td>Menanya</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Guru membimbing siswa mempertanyakan informasi yang terdapat dalam cerita bergambar (fungsi sosial, dan unsur kebahasaan).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Siswa merespon pertanyaan yang berkaitan dengan teks lisan dalam cerita tersebut.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mengeksplorasi</td>
<td>a. Dengan bimbingan guru, siswa dibagi</td>
<td>30’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
kedalam beberapa kelompok diskusi yang terdiri 4-5 siswa untuk membaca dan memahami cerita, serta mengamati seri gambar “Mouse Deer and Crocodile”

b. Masing-masing dari kelompok mempresentasikan hasil diskusinya dan kelompok yang lainnya memberikan tanggapan.

c. Guru membantu, mengarahkan dan mendampingi siswa.

Mengasosiasi

a. Siswa mengolah informasi yang sudah didapat dari cerita “Mouse Deer and Crocodile”.

b. Setiap peserta didik dalam satu kelompok mengidentifikasi bagian-bagian (generic structure, purpuse, language feature, etc) dalam cerita tersebut serta menjawab soal berdasarkan gambar berseri tersebut dan menulisnya di lembar jawab yang tersedia.

c. Guru membantu, mengarahkan dan mendampingi siswa.

Mengkomunikasi

a. Dari hasil kerja kelompok siswa dapat menceritakan kembali cerita tentang “Mouse Deer and Crocodile” sesuai dengan runtutan seri gambar kepada teman sekelasnya.

b. Guru mengamati dan menilai presentasi siswa dari aspek ketrampilan.

c. Guru mengevaluasi hasil pekerjaan siswa dan memberikan penilaian.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>5’</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Siswa menyimpulkan hasil pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>b. Guru memberikan feedback.</td>
<td></td>
</tr>
<tr>
<td>c. Guru menyampaikan rencana pembelajaran selanjutnya.</td>
<td></td>
</tr>
</tbody>
</table>
Pertemuan ke 3: Post-Test

POST-TEST

G. Penilaian

1. Teknik: Tes lisan
2. Bentuk: Menceritakan kembali cerita sesuai dengan seri gambar
3. Instrument:
   PRE-TEST (45’)
   1. Give the students a story about “Cinderella”.
   2. The students read the story for 2-3 minutes.
   3. The students answer the questions based on the text.
   4. Each students must retelling story in front of the class for 1-2 minute! (Usahakan durasi speaking kalian selama 1-2 menit)
   5. Practice one by one in front of the class. Your speaking will be recorded!

Example:

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king’s palace. But Cinderella’s stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, “Don’t cry, Cinderella! I will send you to the ball!” But Cinderella was sad. She said, “I don’t have a gown to wear for the ball!” The fairy godmother waved her magic wand and changed Cinderella’s old clothes into a beautiful new gown! The fairy godmother then touched Cinderella’s feet with the magic wand. And lo! She had beautiful glass slippers! “How will I go to the grand ball?” asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set
off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, “Cinderella, this magic will only last until midnight! You must reach home by then!”

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella’s stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, “Do you want to dance?” And Cinderella said, “Yes!” The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother’s words and she rushed to go home. “Oh! I must go!” she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella’s foot as she ran home. The prince said, “I will find her. The lady whose foot fits this slipper will be the one I marry!” The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella’s stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella’s stepmother would not let her try the slipper on, but the prince saw her and said, “Let her also try on the slipper!” The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

POST-TEST (45’)
1. Give the students a story with the picture series about “Cinderella”.
2. The students read the story for 2-3 minutes.
3. Each student must retelling story based on picture series in front of the class for 1-2 minutes! (Usahakan durasi speaking kalian selama 1-2 menit)
4. Practice one by one in front of the class. Your speaking will be recorded

Example:

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king’s palace. But Cinderella’s stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.
Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, “Don’t cry, Cinderella! I will send you to the ball!” But Cinderella was sad. She said, “I don’t have a gown to wear for the ball!” The fairy godmother waved her magic wand and changed Cinderella’s old clothes into a beautiful new gown! The fairy godmother then touched Cinderella’s feet with the magic wand. And lo! She had beautiful glass slippers! “How will I go to the grand ball?” asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, “Cinderella, this magic will only last until midnight! You must reach home by then!”

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The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella’s foot as she ran home. The prince said, “I will find her. The lady whose foot fits this slipper will be the one I marry!” The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella’s stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella’s stepmother would not let her try the slipper on, but the prince saw her and said, “Let her also try on the slipper!” The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

Speaking Grading Rubric adapted from Masyi’ah, Anita Nur (2014:38)
<table>
<thead>
<tr>
<th>Score</th>
<th>Pronunciation</th>
<th>Intonation</th>
<th>Fluency</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1-9)</td>
<td>Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language</td>
<td>(1-9) Not really paying attention to the stress and intonation</td>
<td>(7-11) Dominated by hesitation</td>
<td>(7-11) Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner</td>
<td>(7-12) Speaking vocabulary inadequate to express anything but the most elementary needs</td>
</tr>
<tr>
<td>(10-15)</td>
<td>Accent is intelligible though often quite faulty</td>
<td>(10-15) Paying attention to the intonation and stress, even though still making several mistakes</td>
<td>(12-15) Frequent or occasional hesitation</td>
<td>(12-15) Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar</td>
<td>(12-15) Has speaking vocabulary sufficient to express himself simply with some circumlocution</td>
</tr>
<tr>
<td>(16-20)</td>
<td>Errors in pronunciation are quite rare</td>
<td>(16-20) Good intonation and stress in almost 70% of the words pronounced</td>
<td>(16-20) Minor or there is no hesitation</td>
<td>(16-20) Control of grammar is good. Able to speak the language with sufficient</td>
<td>(16-20) Able to speak the language with sufficient vocabulary</td>
</tr>
</tbody>
</table>
Salatiga, 4 Maret 2019

Guru Mata Pelajaran

Gafur, M.Pd.
NIP. 197204101997031003

Peneliti

Uswatun Hasanah
NIM. 113-14-014
Appendix 5

LAMPIRAN

Retelling Story

Retelling story is an oral activity where language and gestures are used in a colorful way to create scenes in a sequence. Retelling story consisted of more than just retelling stories. It may include not only creating a story but also the use of pictures, acting, singing, story writing and so forth.

Observing

Read and identify the orientation, complication and resolution of this narrative text!

Mouse Deer and Crocodile

Mouse Deer was a very clever mouse deer. He was the smartest animal in the jungle. One day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn’t want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, “Crocodile!” Crocodile rose from the water, “Hello, Mouse Deer. Have you come to be my lunch?” Mouse Deer smiled. “Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you.”

“Really…? Tell us what to do,” said Crocodile. “You must line up from this side of the river to the other side,” said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river.
Mouse Deer then jumped onto Crocodile’s back. “One,” he counted. He jumped onto the next crocodile, “Two.” And the next crocodile, “Three.” Mouse Deer kept jumping until he arrived on the other side of the river.

And he finally reached the other side of the river. Then he said to crocodile; “Thank you for helping me cross the river to my new home!” Crocodile was shocked and very angry! He shouted at Mouse Deer; “You tricked me and my friends! There is no party, is there?” All of the crocodiles looked at Mouse Deer, they were very angry with him. Mouse Deer was very happy in his new home because he had lots of delicious food there.

**Associating**

Answer the question!

1. Who was the smartest animal in the jungle?
2. Why did the Mouse Deer wanted to cross the river?
3. Why did the Crocodile very angry?
4. Why did the Mouse Deer very happy?
5. Mention five action verbs from the text!

**Exploring**

Retelling the narrative story through picture series about “Mouse Deer and Crocodile” by using your own words!

**Appendix 6**

**Interview Guidelines**
SEMI-STRUCTURED INTERVIEW

Informant : Gafur, M.Pd.

Date and place: Teachers’ room, February 7th 2019

Questions

1. Kesulitan-kesulitan apa saja yang anda alami selama mengajar bahasa Inggris dikelas yang anda ampu selama ini? Jelaskan!
   (What are the difficulties that you are faced during teaching English in classrooms that you teach?)

2. Bagaimana cara anda mengatasi kesulitan-kesulitan itu?
   (What are your steps to cope those difficulties?)

3. Dari 4 skil dalam bahasa Inggris, menurut anda skil mana yang seringkali menjadi kesulitan bagi siswa dalam belajar bahasa Inggris? Mengapa?
   (In four English skills, which one of those skills is often become the difficulties for your students in learning English? Why?)

4. Speaking menjadi hal yang terpenting bagi siswa untuk kuasai, karena speaking merupakan productive skill minimal siswa bisa berbicara menggunakan Bahasa Inggris untuk komunikasi dengan lancar. Tapi berdasarkan fakta dikelas, apakah siswa sudah menguasai speaking skill? Tolong gambarkan dengan jelas mengenai kemampuan speaking siswa anda!
   (Speaking is one important skill for student to master, because speaking is productive skill, minimally students be able to communicate fluently, but based on the reality/fact, does you student master speaking skill? Please describe about your student’s speaking skill!)

5. Apa yang menjadi penyebab/hambatan dari kemampuan speaking siswa anda belum meningkat? Jelaskan!
   (What obstacles that make your student’s speaking skill have not improved yet?)

6. Media dan model pembelajaran seperti apa, atau cara yang biasa anda terapkan agar untuk meningkatkan kemampuan speaking siswa?
   (What Media and learning model or what steps that you use to apply for improving student’s speaking skill?)
ANSWER


3. Kalau menurut saya, yang paling susah itu speaking, kalau skill lain semisal writing kan mudah, hanya menulis,atau reading kan hanya membaca. Kalau speaking itu kan praktek berbicara. Kalau saya lihat, speaking nya anak-anak masih banyak yang plegak pleguk, yang lumayan lancar dan bagus hanya beberapa, bisa dihitung. Yaa itu susahnya speaking. Belum lagi, anak-anak juga belum pandai untuk menyusun kalimat yang benar, grammar nya itu masih acak-acakan, misal bilang “I don’t understand” jadinya malah “I’m not understand” semua nya pakai kata I am, You is, jadi belum tepat, lalu pronunciation nya masih banyak yang salah, tapi kalu ini saya maklum masih bisa diperbaiki, satu lagi susahnya karena kosakata yang dimiliki siswa juga sedikit. Jadi menurut saya mengajar speaking itu lebih sulit.

mau berbicara menggunakan bahasa Inggris itu sudah cukup, sudah mau maju praktek (harus dipaksa) itu sudah cukup bagus.


Appendix 7

Students’ Score in Pre-test of cycle I

Date: Sunday, March 4th 2019

Time: 07.45-08.30

Place: XI.IBB

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Students’ Score in Post-Test of Cycle I

Date: Friday, March 8th 2019

Time: 07.45-08.30

Place: XI. IBB

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**Students’ Score in Pre-Test of Cycle II**

Date: Sunday, March 11th 2019
Time: 07.45-08.30
Place: XI.IBB
Students’ Score in Post-Test of Cycle II

Date: Friday, March 15th 2018

Time: 07.45-08.30

Place: XI.IBB

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Appendix 8

Field Note 1

Day/Date : Monday, March 4th 2019
Time : 07.45-09.15 a.m.
Place : XI IBB

- The teacher and the researcher entered the class.
- The teacher informed the students that a few days later the class would be observed by the researcher.
- The teacher started the lesson by greeted and asked about their condition.
- The teacher mentions the purpose of coming in the class; then the researcher introduced herself to the students.
- The teacher checked the students’ attendance list. After checked the attendance list, the teacher told that they would have a pre-test. The teacher gave a sheet of paper for the students to answer the question base on “Malin Kundang” story.
- The teacher asked the students to do by themselves, and also allowed the students to open dictionary.
- When the students were doing the pre-test, the teacher walked around the class to check the students while doing the test. Two boys, “Alfa and Rudi” who sit in the back chair did not focus; they looked so confused to did the pre-test. They only looked at the paper without doing the test. Two students, “Andini and Lina” asked about the meaning of employee. The teacher answered “the employee in bahasa is pegawai.” The students who in the front chair “Ma’ruf” asked “Sir, how about my assignment. Is it correct?” The teacher answered “Yes, it is correct. Keep doing the test well.” There was one boy, Ferdi looked bored, he still did not do the test. He was enjoyed with his friend. Most of the students opened the dictionary to get the answers. In doing the pre-test, the teacher called the students’ name one by one and the researchers’ partner recorded their performance.
- After doing pre-test the teacher gave a handout to the students and asked them to open their LKS on page 38.
- Then the teacher asked “What is the meaning of narrative text? Is there anyone of you know about narrative text? What is it? Can you mention of the phrase or the example?” One of the students “Arinda” answered that “Narrative text is a text that
has a purpose to entertain the reader, sir.” Mr. Gafur replied “Yaa, you are right. That is good. Excellent! Thank you ‘Arinda. Now I will play a video to make a better understanding for you.” After that, the teacher asked “How many steps in constructing a narrative text? There was one student “Fathoni” who answered, “there are three steps in constructing a narrative text. They are orientation, complication, and resolution.” Mr. Gafur replied “that’s a good answer, ”Fathoni”. Thank you”

• Then, the teacher explained the structure, language feature and the example of narrative text. Then, the teacher explained more detail in Bahasa in order to make a deep understanding.

• The teacher asked students who sit in the left side “Huda and Ari” to read a narrative story about “Tangkuban Perahu”. After read the text, the teacher asked students to decide which one is the orientation, complication, and resolution. There was one student “Cindy” who answered “The orientation is in the first paragraph”. the teacher replied, “ Ok, good”. After that the teacher explained the meaning of orientation “in the orientation, the writer tells the audience who is in the story, when it is happening, where it is happening, and what is happening”. Then, the teacher asked her to read the first paragraph of the narrative text.

• The teacher asked Ilms, “Ilma where is the complication of the narrative text?”. Ilma looked so confused and she asked to her friend who sit in right side her. Mr. Gafur replied “pay attention Ilma, don’t just chat with your friend!”. “IM” just bowed head and said “Yes, Sir”. Second, the teacher asked “Dini” to find the complication in the narrative text. Dini answered “The complication is in paragraph two and three, Sir”. Mr. Gafur replied “that’s a good answer,”Dini”. Thank you”. After that, the teacher explained about the complication of the narrative text “In complication, the writer tells about something that will begin a chain of events”.

• Then, the teacher asked Elma and Isth to read paragraph two and three. After that, the teacher said “And last paragraph is…?”.All students answered “Resolution...”.The teacher replied “Yaa, resolution is ending of the story, it shows how the characters deal with the problem”.Then, the teacher explained more detail in Bahasa in order to make a deep understanding.

• The time was up, for the next meeting the teacher said that they still discuss about “Tangkuban Perahu” story. After that the teacher closed the meeting.

• The teacher, the researcher and her partner left the class.
Field Note

Day/Date : Wednesday, March 6th 2019
Time : 07.45-09.15 a.m.
Place : XI IBB

The teacher and the researcher entered the class. The teacher entered the class and greeted the students “Assalamu’alaikum Wr.Wb” and the students answered “Wa’alaikumussalam Wr.Wb”. The teacher said “let’s start our lesson today by saying basmallah together “Bismillahirrohmanirrohiim” and followed together by the students.

The teacher asked the students’ condition and checked the students’ attendance list. The next activity in the class, the teacher used Picture Series as media in teaching learning process. Afterwards, the teacher gave the handout for students. One of students offering a help “Azka” said “Can I help you, Sir? “Okay, distribute the papers, one paper for two students, do you understand?” Mr. G, said. “Okay Sir” said Azka. The teacher made sure that all the students have got the handout. “Have you got the handout?” “Yes I have Sir”, the students answered.

Then, the teacher prepared the LKS and textbook. The teacher asked the students to open their LKS on page 41. The teacher asked the students to read the story of “Tangkuban Perahu” and the students must pay attention to the Picture Series of “Tangkuban Perahu” story. The teacher asked the students to used good fluency, intonation and pronunciation. The teacher gave 5 minutes to the students to read the story.

The teacher asked a question to the students, “Ferdi”. “Who are the characters in Tangkuban Perahu story?”. “There are Tumang, Dayang Sumbi, and Sangkuriang, Sir” replied Ferdi. The teacher answered “Ok, good”. Then, the teacher asked “Fatah”, “Why Sangkuriang killed Tumang?”. Fatah so confused when he want to answered that question, he read the story for a while. The teacher asked again “What is the answer Fatah?”. Then, Fatah answered “Sangkuriang killed Tumang because, Sangkuriang found nothing in the forest, so he blamed Tumang for the failure and killed Tumang”. Mr. Gafur replied “That a good answere Fatah” and gave his thumbs to Fatah.

The teacher asked the students to make some groups discussion consist of 4 or 5 students in order to all the students were able to read the story, watch the picture series
of the story and understand the story without any reasons. The next steps, the teacher asked the students to read the instruction on Task first to do the exercise related to narrative text. The exercises were formed in question sheet. The students did some exercises based on the “Tangkuban Perahu” story. The teacher gave 10 minutes for doing the exercise. After finished, the teacher and the students discussed it together. Mr. G said “After you have finished, you must to read the “Tangkuban Perahu” story again and retelling the story by your own words.” The students answered together “Okay Sir”.

- The teacher gave 10 minutes to read and understand the story, and asked some students to practice in front of the class. While read and understand the story, the teacher walked around the class. One of girl, F who sit in the back row asked, “Sir, when i practice in front of the class, may i open my dictionary?” Mr. G answered “No, you must do it by your own words.” Mr. Gafur said “Well, while your friends practice in front of the class, you have to give attention to your friends. The students answered “Alright, Sir!”

- First, the teacher asked “Ade” to practice in front of the class. The students did not pay attention to their friends. They ignored their friends while practicing the retelling story. Second, the teacher asked “Miftachul” to practice in front of the class. In the second performance, the teacher asked the students to pay attention to their friends. In this performance, the teacher gave a correction. While pronouncing the word “failure”, Miftahul did not pronounce it well. Thus, the teacher gave an example how to pronounce it. Third, Mr. Gafur asked “Rozan” to practice retelling story about “Tangkuban Perahu”. While Rozan retelling story, Mr. Gafur corrected her pronunciation. Then, Rozan retelling story the story well.

- After practicing the retelling story about “Tangkuban Perahu”, the teacher ordered the students to read the “Cinderella” story for next meeting. The time has over, the teacher closed the class.

- The teacher, the researcher and her partner left the class.
Field Note3

Day/Date : Friday, March 8th 2019
Time : 07.45-09.15 a.m.
Place : XI IBB

- The teacher and the researcher entered the class and open the class.
- The teacher gave a post-test for the students in 45 minutes. The teacher gave a sheet of paper for each student.
- The students were asked to practice one by one in front of the class. 10 minutes for preparing the answer and 35 minutes for practicing in front of the class. The students submitted the answer and practice one by one and their performance was recorded.
- While the students were doing the post-test, the teacher walked around to check the students. The teacher allowed the students to open dictionary.
- The, the teacher called the students’ name one by one and their performance was recorded by researchers’ partner.
- Students’ speaking performances have been being recorded by researchers’ partner.
- The teacher closed the class.
- The teacher, the researcher and her partner left the class.
Field Note 4

Day/Date : Monday, March 11th 2019
Time : 07.45-09.15 a.m.
Place : XI IBB

- The teacher and the researcher entered the class.
- The teacher informed the students that a few days later the class would be observed by the researcher.
- The teacher started the lesson by greeted and asked about their condition.
- The teacher mentions the purpose of coming in the class; then the researcher introduced herself to the students.
- The teacher checked the students’ attendance list. After checked the attendance list, the teacher told that they would have a pre-test. The teacher gave a sheet of paper for the students to answer the question base on “Cinderella” story.
- Then the teacher gave 45 minutes for the students to retelling story about “Malin Kundang” by the students own words. 10 minutes for preparing their answer, and 35 minutes for practice one by one. The teacher asked the students to do by them selves, and also allowed the students to open dictionary.
- When the students were doing the pre-test, the teacher walked around the class to check the students while doing the test. Two students, “Cindy and Elma” asked about the meaning of “palace”. The teacher answered “palace in bahasa istana.” The students who in the front chair “Ilma” asked “Sir, how about my assignment. Is it correct?” The teacher answered “Yes, it is correct. Keep doing the test well.”
- In doing the pre-test, the teacher called the students’ name one by one and the researchers’ partner recorded their performance.
- After doing pre-test the teacher gave a handout to the students and asked them to open their LKS on page 40. Then, the teacher asked students who sit in the left side “Huda and Azka” to read a narrative story about “Mouse Deer and Crocodile”. After read the text, the teacher asked students to decide which one is the orientation, complication, and resolution. There was one student “Fathoni” who answered “The orientation is in the first paragraph”. the teacher replied, “ Ok, good”. Then, the teacher asked him to read the first paragraph of the narrative text.
- The teacher asked “Dini” to find the complication in the narrative text. Dini answered “The complication is in paragraph two and three, Sir”. Mr. G replied “that’s a good answer, ”Dini”. Thank you”. Then, the teacher asked EA and IMT to read paragraph two and three. After that, the teacher said “And last paragraph is...?” All students answered “Resolution...”. The teacher replied “Yaa”. Then, the teacher asked MM to read the last paragraph.
- The time was up. After that the teacher closed the meeting.
- The teacher, the researcher and her partner left the class.
The teacher and the researcher entered the class.

The teacher informed the students that a few days later the class would be observed by the researcher.

The teacher asked the students’ condition and checked the students’ attendance list.

The teacher used Picture Series as media in teaching learning process. Afterwards, the teacher gave the handout for students. One of students offering a help “Rozan” said “Can I help you, Sir? “Okay, distribute the papers, one paper for two students, do you understand?” Mr. G, said. “Okay Sir” said Azka. The teacher made sure that all the students have got the handout. “Have you got the handout?” “Yes I have Sir”, the students answered.

The teacher prepared the LKS and textbook. The teacher asked the students to read the story of “Mouse Deer and Crocodile” and the students must pay attention to the Picture Series of “Mouse Deer and Crocodile” story. The teacher asked the students to used good fluency, intonation and pronunciation. The teacher gave 5 minutes to the students to read the story.

The teacher asked a question to the students, “LAA”. “Who are the characters in “Mouse Deer and Crocodile” story?”. “There are Mouse Deer and Crocodile, Sir” replied LAA. The teacher answered “Ok, good”. Then, the teacher asked “MF”, “What does paragraph two tell about?”. MF so confused when he want to answered that question, he read the story for a while. The teacher asked again “What is the answer Fatah?”. Then, Fatah answered “Problem of the story, Sir”. Mr. Gafur replied “Ok, good”.

The teacher asked the students to make some groups discussion consist of 4 or 5 students in order to all the students were able to read the story, watch the picture series of the story and understand the story without any reasons. The next steps, the teacher asked the students to read the instruction on Task first to do the exercise related to narrative text. The exercises were formed in question sheet. The students did some exercises based on the “Mouse Deer and Crocodile” story. The teacher gave 10 minutes for doing the exercise.

The teacher and the students discussed it together. Mr. G said “After you have finished, you must to read the “Mouse Deer and Crocodile” story again and retelling the story by your own words.” The students answered together “Okay Sir”.

The teacher gave 10 minutes to read and understand the story, and asked some students to practice in front of the class. While read and understand the story, the teacher walked around the class. One of girl, F who sit in the back row asked, “Sir, when I practice in front of the class, may I open my dictionary?” Mr. G answered “No, you must do it by your own words.” Mr. G said “Well, while your friends practice in
front of the class, you have to give attention to your friends. The students answered “Alright, Sir!” First, the teacher asked “MAK” to practice in front of the class. The students did not pay attention to their friends. They ignored their friends while practicing the retelling story. Second, the teacher asked “MMAS” to practice in front of the class.

- The students did not pay attention to their friends. They ignored their friends while practicing the retelling story. Second, the teacher asked “MMAS” to practice in front of the class. In the second performance, the teacher asked the students to pay attention to their friends. In this performance, the teacher gave a correction. While pronouncing the word “remembered”, “IMT” did not pronounce it well. Thus, the teacher gave an example how to pronounce it. Third, Mr. G asked “ARS” to practice retelling story about “Mouse Deer and Crocodile”. While MA retelling story, Mr. G corrected her pronunciation. Then, MA retelling story the story well.

- After practicing the retelling story about “Mouse Deer and Crocodile”, the teacher ordered the students to read the “Cinderella” story for next meeting.

- The time has over, the teacher closed the class.
Field Note 6

Day/Date : Wednesday, March 13th 2019
Time : 07.45-09.15 a.m.
Place : XI IBB

- The teacher and the researcher entered the class.
- The teacher informed the students that a few days later the class would be observed by the researcher.
- The teacher asked the students’ condition and checked the students’ attendance list.
- The teacher told that they would have a post-test.
- The teacher gave a post-test for the students in 45 minutes. The teacher gave a sheet of paper for each student. The students were asked to practice one by one in front of the class. 10 minutes for preparing the answer and 35 minutes for practicing in front of the class.
- The students submitted the answer and practice one by one and their performance was recorded.
- While the students were doing the post-test, the teacher walked around to check the students. The teacher allowed the students to open dictionary.
- In doing the post-test, some of students still asked about direction in doing the post-test.
- The teacher called the students’ name one by one and their performance was recorded by researchers’ partner.
- After having post-test, and their speaking performance have been being recorded, then the teacher closed the class.
- The teacher, the researcher and her partner left the class.
DOCUMENTATION

Pre-test Cycle 1
Treatment 1 Cycle 1
Treatment 2 Cycle 1
Post-test Cycle 1
Pre-test Cycle 2
Treatmen 1 Cycle 2
Treatment 2 Cycle 2
Post-test Cycle 2
Kepada

Yth. Dr. Setia Rini, M.Pd.

di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka perulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : Uswarna Hasanah
NIM : 113-14-014
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI

Apabila dipundang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk dikenal dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,

[Signature]

Deputi Bidang Akademik

[Signature]
Kepada
Yth. Kepala MAN Parakan Temanggung

Di tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: Uswatun Hasanah
NIM: 113-14-014
Program Studi: Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa
diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:
THE USE OF RETELLING STORY THROUGH PICTURE SERIES TO ENHANCE
STUDENTS’ SPEAKING SKILL FOR THE ELEVENTH GRADES STUDENTS OF
MAN TEMANGGUNG IN THE ACADEMIC YEAR 2018/2019

Dosen Pembimbing: Dr. Setia Rini, M.A.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk
mengajukan penelitian di MAN Temanggung, mulai tanggal 15 Maret 2019 sampai
dengan selesai.
Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Waliklan Bidang Akademik

Mufrig, S.Ag., M.Phil.
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SURAT KETERANGAN
Nomor : 012 /Ma.1147/ TL/00/3/2019

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri (MAN) Temanggung menerangkan
engan sesungguhnya, bahwa:
Nama : Uswatun Hasarah
NIM : 11314014
Perguruan Tinggi : IAIN Salatiga
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Penelitian : The Use Of Retelling Story Through Picture Series to Enhance Students’ Speaking
Skill for the Eleventh Grades Students of MAN Temanggung in the Academic Year
2019/2019

Telah melaksanakan penelitian di Madrasah Aliyah Negeri (MAN) Temanggung pada tanggal 1 - 15 Maret
2019.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya, dan untuk dapat digunakan
sebagaimana mestinya.

Temanggung, 18 Maret 2019

Kepala Madrasah

[Signature]
Curriculum Vitae

1. Name : Uswatun Hasanah

2. Place and Birth of date: Bandar Lampung, August 15th 1996

3. Gender : Female

4. Nationalism : Indonesian


6. Phone number : +62816343244

7. E-mail : nutawsu15@gmail.com

8. Educational background:

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<td>2011-2014</td>
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</tbody>
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9. Organization Experience:

DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Uswanat Hasanah
NIM : 113-14-014
Faculty : Teacher/Training and Education Faculty
Department : English Education Department

Declares that this graduating paper is written by the writer and it does not copy from other writers. Theories and citations use code of ethic in writing for graduating paper.

I give permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, March 18th 2019

[Signature]

The researcher,

Uswanat Hasanah
NIM. 11314014