

**A STUDY ON TEACHING SPEAKING USING PICTURE SERIES TO THE  
SEVENTH YEAR STUDENTS OF SMPN 1 GROGOL  
KEDIRI ACADEMIC YEAR 2014/2015**

**THESIS**

Presented as a Partial Fulfillment of the Requirements to Obtain  
the Sarjana Degree of Education (S.Pd.) of English Department  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



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**APPROVAL PAGE**

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Approved by the Advisor to be proposed to the examination committee of English Department the Faculty of Teacher Training and Education University of Nusantara PGRI Kediri on December, 14<sup>th</sup> 2015

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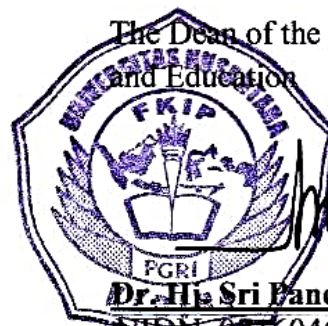
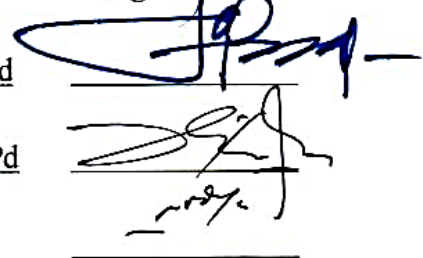
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**ABSTRACT**

This research is aimed to identify the application of teaching speaking using picture series to the seventh year students of SMPN 1 Grogol Kediri at seventh grade students of SMPN 1 Grogol Kediri. And also to identify the teacher's role in teaching speaking using picture series to the seventh year students of SMPN 1 Grogol Kediri. The subject of the research is the teacher that teaches speaking using picture series at the seventh grade students of SMPN 1 Grogol in academic year 2014/2015. There are three kinds of instruments in collecting the data; they are observation, documentation and interview. The research was held on March until July 2015. After collecting the data, the next stage is describing and analyzing them. The result of the research shows that the teacher applies picture series as strategy to teach speaking especially in narrative text. The teacher uses three phase techniques in teaching learning process; those are pre-activities, whilst-activities, and post- activities. The teacher use picture series through PPT to make the students have high motivated and enjoy the teaching learning process of speaking feel enjoyable.

**Key word:** Picture Series and Teaching Speaking

## I. BACKGROUND

Speaking is one of English skills. It is an important skill because it is used to communicate orally. According to Nunan David in Auliatishny (2014) "...speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning..." It means that speaking is the productive skill and it is verbal language to make the listeners understand. Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others.

In mastering speaking skill, students face many problems. Teacher seems to dominate talking too much in teaching speaking. Teaching speaking is process of teaching on how to speaks, how to express the idea orally, and how to interact with the other people.

Thus, in teaching speaking the teacher should give opportunity to students to participate by doing some activities for example discussing a topic,

and giving comment from the topic given.

The students of SMPN 1 Grogol still have problems in learning speaking because the teacher dominates talking when he was teaching speaking. Consequently, the students become passive, they only sit quietly and listened rather than speaking. It seems that it is difficult to be active. So, their speaking ability is bad, and they couldn't speak fluently. The problems faced by students are, first the words are different with the way to pronounce so they are afraid and unconfident to speak English. The second, they are lack of vocabulary. Because of it they are shy to speak English so they never practice and always use their mother language in the classroom. Besides that, English is not their mother language. The third, they never use dictionary when they need to know the meaning of an English word, and rarely practice English spoken in the real life situation. So the teacher has to motivate the students to learn English in the class and create interesting method of teaching speaking, so the students will fell relaxed and be free in using English in classroom.

To make the students easy to get ideas, the teacher should give some media as tool of helping the students

develop their creatively in speaking. There are many kinds of media that can be used in teaching speaking, for example: songs, games, picture and series picture. Picture is one of media that can be used to teach speaking. There are many interpretations can be made in a picture. Traditionally picture media is still very useful because picture can be combined and used with the techniques in teaching speaking. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add the students' interest to the topic learnt. One of visual instructional media in speaking that is going to be used in this research is picture series. Pictures series are aids that can help the teachers in the teaching learning process. The teachers to use pictures effectively because the media are very useful for the teaching especially in speaking process.

## **II. METHOD**

In this research, the researcher applies a qualitative research, because this method is appropriate to describe the application of picture series in teaching speaking to the seventh year students of SMPN 1 Grogol. Moleong in Dayu (2011: 17) says that, qualitative research is

In this research, the researcher wants to identify the application of picture series also to identify how the teacher teaches speaking using picture series to the seventh grade students of junior high school at SMPN 1 Grogol. By using picture series, it is hoped that the teacher will be able to explain the material as well as to arouse students' interest in speaking English. Hopefully, English teacher of SMPN 1 Grogol is more creative in teaching speaking using picture series. According to him, using picture series have many advantages. First, students more motivate because the teacher not monotone when he teaches speaking. Second. The students feel enjoyable when they are taught using picture series. The last, the student can increase their vocabulary and interested at teaching speaking using picture series.

“ penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian misalnya perilaku”.

In analyzing the data, the researcher uses Miles & Huberman (1994: 10) which consists of three procedures:

### 1. Data Reduction

This refers to the process whereby the mass of obtained qualitative data by interview, documentation, and observation that is reduced and organised by coding, writing summaries, discarding irrelevant data and so on. At this stage, the researcher tries and discards all irrelevant information and the data is collected from observation, interview, and documentation.

### 2. Data display

To draw conclusions from the mass of data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks and other

graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of the data collection. The data representation is gotten after observation and interview. Then, the writer collects and writes the result.

### 3. Conclusion drawing/verification

In this stage, the researcher makes a conclusion based on the gathered data in form of thick description. Conclusion should contain the answer from the research problems that have been stated earlier. These steps the writer collect the data which are classified and analysed, then he make a conclusion about using picture series in teaching speaking.

## III. DISCUSSION AND CONCLUSION

Based on the observation to the teacher during teaching learning process, the material was used by the English teacher in teaching speaking was suitable with the students' need. The teacher applied the picture series in teaching speaking, the teacher taught based on lesson plan. The teacher used three phase technique. It consisted of pre activities, whilst activities and post activities. In pre activities the teacher greeted with the students, prayed and then checked the attendance list one by one. In whilst activities, the teacher explained about

definition, generic structure and then language features of Narrative text. The teacher explained the material by using picture series. He showed some pictures through power point in LCD Projector to the students to analyze and made a simple sentence. After they finished their task, the teacher gave picture series through power point in LCD projector to make the story. Then, the students were asked to describe their result in front of the class.

The teacher said that this picture series gave the advantages to the students



such as encourage the students to be more creative in writing, helped the students get idea easily, and made the students enjoy to produce some words orally. In fact, the strategy used by the teacher gave the advantages to the students such as encourage the students to be more creative in speaking, helped the students to think critically, and enjoyed to join the speaking class.

Based on the result of observation to the teacher. When he applied picture series in teaching speaking narrative text, the researcher can say that the teacher taught based on lesson plan. The teacher used three phase technique (Pre, Whilst, Post).

The teacher gave leading questions to the students before explaining the material by giving some pictures through power point to brainstorm the students. The leading questions were about narrative text. After that, the teacher explained about the steps of using picture series. Then, the teacher divided class in pairs and every pair was given a picture series to make a simple sentence. The teacher gave an example orally based on the picture series.

The conclusion of this research is in teaching and learning process, the teacher used three activities, they are: pre-activity, whilst-activity, and post-activity. The teacher applies picture

series with some procedure appropriately. First, he introduces the material in his presentation to the students. Second, he presents the topic clearly. Third, he uses picture series through power point to present the generic structure, language features, and vocabulary. Fourth, he shows some pictures in his presentation. The last, he shows the topic of story and give a note to evaluate the report of teaching speaking to the students.

By picture series application, the students are very enthusiasm and give good responses also they are more motivated in speaking class. Because, they got the information from their friends, so they are not shy to speak. They are able to develop their idea in speaking, and they are more enthusiastic to make a story and feel comfortable when their friends describe the picture series. So, they can present picture series in speaking class well.



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