AN UNDERGRADUATE THESIS

**THE USE OF
STORYTELLING BY PICTURE SERIES TECHNIQUE
TO IMPROVE THE STUDENTS' SPEAKING ABILITY
AT THE ELEVENTH GRADE
OF SMA MUHAMMADIYAH 1 METRO**

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

THE USE OF
STORYTELLING BY PICTURE SERIES TECHNIQUE
TO IMPROVE STUDENTS' SPEAKING ABILITY
AT THE ELEVENTH GRADE
OF THE SMA MUHAMMADIYAH 1 METRO

Presented as a Partial Fulfilment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd.)

in English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

Title : THE USE STORYTELLING BY PICTURE SERIES TECHNIQUE TO IMPROVE STUDENTS SPEAKING ABILITY AT THE SMA MUHAMMADIYAH 1 METRO

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NOTIFICATION LETTER

Metro, November   ,2017

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosah**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher Training
State Institute For Islamic Studies (IAIN) Metro

Assalamu'alaikum, Wr. Wb
    We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name   : Rohimatun Nafi'ah
Student Number   : 13108317
Title   : The Use Storytelling by Picture Series Technique to Improve Students Speaking Ability at The SMA Muhammadiyah 1 Metro

    It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikumWr.Wb

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Lampiran :

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Kepada yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

  Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

    Nama   : Rohimatun Nafi'ah

    NPM   : 13108317

    Judul Skripsi : The Use Storytelling by Picture Series Technique to Improve Students Speaking Ability at The SMA Muhammadiyah 1 Metro

  Sudah kami dapat setujui dan dapat di munaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Metro, November ,2017

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RATIFICATION PAGE
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An undergraduate thesis entittled: THE USE OF STORYTELLING BY PICTURE SERIES TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 METRO

Written by Rohimatun Nafi'ah student number. 13108317, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 11, 2017 at 08.00-10.00.

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THE USE STORYTELLING BY PICTURE SERIES TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 METRO

ABSTRACT

By:

ROHIMATUN NAFI'AH

This research intended topresent that speaking ability can be improved through applying Storytelling by Picture Series Technique. The type of this research was Classroom Action Research (CAR) which involved 26 students in class XI IPA 2 and was conducted in two cycles. Cycle 1 consisted of two meetings and cycle 2 consisted of two meetings.

This research is Classroom Action Research (CAR). The data were taken from speaking ability test to figure out the students' knowledge in speaking. Furthermore, the writer used the observation technique to get the data about student's comprehension in speaking, students' activities while speaking, and students' participation in the learning process. Their activities were noted by the collaborator. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

The results of the research showed that, from two cycles, the average scores of students' speaking are (a) 55.76 in pre-test, and (b) 65.19 in post-test 1 as well as (c) 73.46 in post-test 2.It means that there was an improvement on students' score from pre test to cycle I and cycle II. Besides, the significant improvement can be seen from the students' response to teacher's performance. They seem more active during teaching learning activity. This result also drew conclusions that was able to improve Storytelling by Picture Series Technique the students' speaking ability.

PENGGUNAAN TEKNIK BERCERITA DENGAN GAMBAR BERSERI
UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA
DI KELAS XI SMA MUHAMMADIYAH 1 METRO

ABSTRAK

Oleh:

ROHIMATUN NAFI'AH

Penelitian ini bertujuan untuk menunjukkan bahwa kemampuan berbicara dapat ditingkatkan melalui penggunaanTeknikBerceritaDenganGambarBerseri. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 26 siswa kelas XI IPA 2 dan dilakukan dalam dua siklus. Siklus 1 terdiri dari dua pertemuan dan siklus 2 terdiri dari dua pertemuan.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes berbicara untuk mengetahui tingkat pemahaman siswa dalam kemampuan berbicara.Penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data pemahaman berbicara, aktivitas siswa selama berbicara, serta partisipasi dalam proses belajar. Aktivitas-aktivitas mereka dicatat oleh seorang kolaborator. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informasi terkait dengan pembelajaran Bahasa Inggris pada umumnya.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata siswa dalam kemampuan berbicara adalah (a) 55.76 di pre-tes, dan (b) 65.19 di post-tes 1, serta (c) 73,46 di post-tes 2. Hasil tersebut menunjukkan bahwa terdapat peningkatan antara pre-test, siklus 1 dan siklus 2.Selain itu, perkembangan yang signifikan dapat dilihat dari respon siswa terhadap penjelasan guru. Mereka terlihat lebih aktif selama proses pembelajaran. Hasil ini menggambarkan bahwa Storytelling by Picture Series Technique dapat meningkatkan kemampuan siswa dalam berbicara.

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned:

Name   : Rohimatun Nafi'ah

Student Number   : 13108317

Study Program   : English Education Department

States that this undergraduate thesis is originally the result of the writer's

research. In exception of certain parts are quoted from the bibliographies

mentioned.

Metro, October   , 2017

The writer

ROHIMATUN NAFI'AH
St.Number 13108317

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil dari penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, October   , 2017

Penulis

ROHIMATUN NAFI'AH
NPM. 13108317

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MOTTO

إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ﴿١﴾

"Verily, with every difficulty there is relief."

(Q.S. Al-Insyirah: 6)

"You have to endure caterpillars if you want to see butterflies."
(Evan D. Saint)

DEDICATION PAGE

This piece of work is dedicated to :

My georgeus parents

(Mr. Warsidi and Mrs. Tuti Dayunah)

My beloved husband

(Probo Anggoro)

My beloved brother

(M. Ridho Nafi'an and M. Nur Muttaqin)

My beloved sister

(Syaefi Nurul Hikmah)

My lovely friends in IAIN Metro

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The researcher is very grateful for the chances. He has given the researcher blessing and mercies to accomplish this undergraduated thesis entitled "The Use of Storytelling by Picture Series Technique to Improve Students' Speaking Ability at the Eleventh Grade of SMA Muhammadiyah 1 Metro.".

First of all, the researcher would like to express her gratitude to Mr. Drs Kuryani Utih,M.Pd as a Sponsor who has contributed his expertise and idea to assist the researcher. The researcher also wishes to express this thanks to Mr. Ahmad Subhan Roza, M.Pd as Co-Sponsor who has constantly given his time and guidance so that the researcher could finish this undergraduated thesis. The researcher also gives her thanks to her beloved family and all her friends who have given support and spirit, so the writer could finish this paper.

Finally, the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

Metro, October 2017
The researcher,

Rohimatun Nafi'ah
St. N. 13108317

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CHAPTER I

INTRODUCTION

A. Background Of Study

The English language is an international language which spoken by the people in the world. Its means that English is an important for us to know about the international community. English is one of the foreign languages. It becomes very important in education aspect. Because English is one subject of Indonesian school. English has learned by the students of play group until university.

The four basic English skills are listening, speaking, reading, and writing. It means that the purpose of teaching English is the students must mastery the four basic skills. To make the students easier to master the skills the teacher should manage the learning activity creatively, innovatively, and pleasurely. So that the students' interest and motivation in learning English would be better. In other side, learning process would be intersted and pleasure for the students.

The English speaking is one of the most important things in four English basic skills. Because by speaking someone can give information and convey the messege to other people. Speaking also can make the communication each other closely. However, not all of the students can master English speaking easily. Moreover, most of the students have difficulties in mastering English speaking.

The problem of English speaking also occured by students of SMA Muhammadiyah 1 Metro, especially at the eleventh graders. Based on the data of pra survey had collected by the researcher on October,03th2016 at SMA Muhammadiyah 1 Metro. The score of students English speaking can be seen at the following table:

Table 1.1
The Students's English Speaking Ability at the Eleventh Grade
of SMA Muhammadiyah 1 Metro

NO	NAME	SCORE	INTERPRETATION
1	ANLA	40	LOW
2	APP	45	LOW
3	AMYN	50	LOW
4	AW	45	LOW
5	AM	50	LOW
6	DAAA	60	LOW
7	DES	50	LOW
8	EF	60	LOW
9	FAS	70	HIGH
10	F	60	LOW
11	GRMW	65	LOW
12	HF	60	LOW
13	IK	70	HIGH
14	MHJ	75	HIGH
15	MZA	65	LOW
16	MAZ	60	LOW

17	MFA	40	LOW
18	MFI	55	LOW
19	NH	50	LOW
20	NH	60	LOW
21	RI	60	LOW
22	RTR	75	HIGH
23	SM	60	LOW
24	TFS	40	LOW
25	TS	75	HIGH
26	UN	65	LOW
Total	1505		
Average	57.88		

Source: *The English teacher archives*, taken on the pre-survey October,03rd ,2016.

Table 2
The Criteria of Learning Result

No	Value	Student	Percentage %
1	≤70	21	81 %
2	≥70	5	19 %
	Total	26 Students	100 %

Based on above table, many students failed in speaking test. From the result of pre-survey, we can see that 5 (19 %)students who had gotten the highest score, and 21 (81%) students who had gotten minimum score. It means that most of the students of SMA Muhammadiyah 1 Metro still have low speaking ability.

The problem are the students have low speaking ability, need much time to students learning speaking and student may feel afraid in speaking. The students cannot say something to someone with the English language. Because, they do not know the words or they have only a little vocabulary to speak at they talk something every day.Although they had tried to speak something but they still afraid to say it wrongfully.

The researcher assumes students have low speaking ability related to the speaking learning technique used by the teacher. In this research researcherwould try to apply storytelling by picture series technique to improve the students speaking ability. Because by using storytelling by picture series technique can improve students speaking ability and increas the students learning participation in English speaking subject.

B. Problem Identification

Based on the background of the study above, the researcher would like to identify the problem as follow:

1. The students speaking ability is still low.
2. The studentsare lack vocabulary.
3. The students have low confidence.
4. The students have low motivation in learning speaking.
5. Learning technique used by the teacher was not interesting .
6. The learning media used by the teacher was unpropriated.

C. Problem Limitation

The researcher wants to build a students' speaking ability, so this research focused on the students speaking ability is still low and learning technique used by the teacher was not interesting. So that the researcher want to investigate whether the use ofstorytelling by picture series can improve the students' speaking ability at the eleventh grade of SMA Muhammadiyah 1 Metro in academic year 2017/2018.

D. Problem Formulation

Based on the problemlimitation above, the researcher formulates the problem in this research are:

1. "Canstorytelling by picture series technique improve the students' speaking abilityat the eleventh grade of SMA Muhammadiyah 1 Metro?

2. "Canstorytelling by picture series technique improve the students' learning activity at the eleventh grade of SMA Muhammadiyah 1 Metro?

E. The Objectives and Benefit Of The Study

1. The objectives

   a. To know whether storytelling by picture series technique can improve students' speaking ability at the eleventh grade of SMA Muhammadiyah 1 Metro.

   b. To know whether storytelling by picture series technique can improve students' learning activity at the eleventh grade of SMA Muhammadiyah 1 Metro.

2. Benefits of the study

    a. For the student as a stimuly technique to motivate their English speaking confidence, enjoying learning process and more active in following the lesson.

    b. For the teacher as an alternative technique that can be used by the teacher in English speaking learning.

    c. For Head Master as contribution think to fasilitate the English learning activity espcially in speaking subject.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking

1. Definition of Speaking

Speaking is a whole part of daily life that we take granted.[1] People produce words to communicate every day. Some people produces tens of thounsands of words a day. In this case these activities are called direct communication. In spite of that, Brown assumes that speaking is interaction between two people or more that has goals to make successful in language acquisition.[2]

According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[3] Based on explanation above, it can be conclude that speaking is an important part of every day interaction between speaker and listener that involves productive and receptive. It means that speaking is a process to communicate with each other and use our language to send our message, a speaker produces information and a listener receives information.

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[1] ScottThornbury, *How to Teach Speaking,* (USA : Longman, 2005), p.1
[2] H.DouglasBrown,*Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2[ed], (San Francisco State University: Longman, 2001) p.268
[3] Bahadorfar, Maryam and OmidvarReza,*Technology in Teaching Speaking Skill*,(Acme International Journal of MultidiscplinaryResearch:Volume-II, Issue-IV, 2014), p. 9.

2. The Characteristics of Speaking

Brown sees the characteristic of spoken language that makes speaking skills approximately difficult toacquires:

a. Clustering

The students can be able to speech is phrasal, not word by word.

b. Redundancy

The speaker has a chance to create meaning clearer through the redundancy of language.

c. Reduced forms

Contractions, elisions, reduced vowels,etc, all structure exceptional problems in teaching spoken english.

d. Performance variables

One of the benefit of spoken language is the process of imagine as someone speak happen you to demonstrated to a certain number of performance hesitations, pauses, backtracking, and correlations.

e. Colloquial language

Create certain the learners are reasonably well acquainted with the words, idiom, and phrases of colloquial language and use they return practice in manufacturing these forms.

f. Rate of delivery

Another important characterstic of fluency is rate of delivery.

g. Stress, rhythm, and intonation

There are the most notable typical of english stress, rhythm, and intonation.

h. Interaction

In the prior part learning manufacture waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component the creativity of conversional negotiation.[4]

Based on the explanation above, it can be concluded that one of the factors that students find difficulty in speaking is related in physiological factors as involves the language features.

3. **Speaking Ability**

Speaking ability consist of two words; speaking and ability. AS Hornby states that "ability is the fact that somebody or something is able to do something".[5] Furthermore, speaking is the activity to use your voice to say something.[6] These can be referred that speaking ability is the fact that somebody is able to use his/her voice to something.

Speaking study like study other cases in study of language, naturalize many case to language teachers and it startedby using

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[4] Brown, Teaching by Principles, p.271-274

[5] A. Hornby, *Oxfford Advanced Learners Dictionary Sixth Edition*,(New York, Oxford University Press, 2000), p.2

[6] Ibid., p.1289

word or vocabulary . Vocabulary is the set of word for which we know the meaning when we speak or read orally.[7]

For most people, ability to speak is thesame with knowing a language since the speech ismost basic of human communication . According to David Nunan explain more that to the most people mastering the art of speaking is the single most importance aspectof learning a second of foreign language. Success is measured in term ability to carry out a conversation in language.[8]

Based on explanation above, it can be concluded that speaking ability is ability to speak a foreign language has to know the rules of that language.

4. Teaching Speaking

Teaching speaking means teaching of how to use language for communication, for transfering ideas, through or even felling important. We cannot only teach what would be spoken but also the situation that we deal with.

Jeremy Harmer identifies three reasons to give student speaking task, they are:

1) Rehearsal

Rehearsal are getting studentsto have a free discussion gives them a chance to rehearse having discussion outside the classroom.

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[7]AlfreidaH.Hiberd, Michael L. Kamil, *Teaching and LearningVocabulary Bringing Research to Practice,*(London:LaurenceErl Baum, 2005), p.3

[8]David Nunan,*Language Teaching Methodology,*(London:Pearson Education, 2000), p.39

2) Feedback

Feedback speaking task where students are trying to use all and any are trying to use all andany language theyknow provides feedback for both teacher and students.

3) Engagement

Engagement good speaking activities can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving etc) are intrinsically enjoyable in themselves.[9]

5. **Measurement of The Students' Speaking Ability**

In evaluating the students' speaking score, there are five aspects to be tested: fluency, pronunciation, vocabulary,grammatical accuracy and interactional strategies.

Table 2.1
Analytic speaking criteria[10]

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate word/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in

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[9]JeremyHarmer, *How to Teach English* , Longman, P. 87-88
[10]CyrillJ.Weir,*Language Testing And Validation,* (New York: Palgrave McMillan,2005), p. 195-196

	(adequate)	a passive manner and needs regular prompts.
	1 (fair)	The student speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to in comprehension
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Word are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few in appropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate)	Limited use of vocabulary with frequent in appropriacies.
	1(fair)	In appropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical form but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.

3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
2 (adequate)	Interaction ineffective. Can seldom developan interaction
1(fair)	Understanding and interaction minimal.

B. The Concept of Storytelling Technique

1. Definition of Storytelling Technique

According to Barzaq defined storytelling technique as a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information , she added that stories provide natural connection between events and concepts and finally, she added that visual storytelling technique is a way of telling stories through images.[11]

Vale and Feunteun state that storytelling technique is a technique or an approach in teaching language. It demonstrates the value of practical tasks as social, motivational, and language teaching tools in the learning situation. It also makes students enjoy learning language.[12]

According to Janice and Maxine storytelling technique is a uniquely human experience that enables us to convey, through the language of words, aspects of ourselves and others, and the worlds,

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[11]SamatarayPraamayee, *Use of StorytellingMethod to Develop Spoken English Skill*, International Journal of Language &Linguistis, Vol. 1Tahun 2014 , p. 41

[12]Purwatiningsih, *Improving Speaking Ability Through StorytellingTehnique By Using Piture Series*, Journal on English as a Foreign Language, Vol.5Tahun 2015 , p.58

real or imagined, that we inhabit.[13] Mary Catherine state that storytelling technique is fundamental to the human search for meaning.[14]

Based on some explanation above, it can be concluded that storytelling technique is a technique to make the speaking activity became joyful and self-confident than students can demonstrate their comprehension of story and than can giving information to audience.

2. **The Characteristics of Storytelling Technique**

    There are some characteristics of storytelling technique such as:

    a. It provokes curiosity.

    b. It evokes student's imagination and interest in language skill.

    c. It builds vocabulary, comprehension, story sequencing.

    d. It improves listening and oral communication skills.

    e. It is an interactive an co-operative process.

    f. As an art is it an enjoyable tool for practicing language learning skills and verbal expressions.

    g. It binds listener to remember.

    h. It uses all kinds of language conventions to make the story vivid.

    i. It makes listeners forget their misery.[15]

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[13]Janice McDrury, *Learning through Storytelling technique in Higher Education* (United State: Kogan Page, 2003), P.31

[14]Stephen Denning, *The Leader's Guide to Storytelling technique Mastering the Art and Discipline of Business Narrative* (San Fransisco: Jossey Bass, 2005), P.3

Based on explanation above storytelling can improve students' speaking ability. In addition storytelling have many benefits in language learning skill.

3. **The Elements of Storytelling**

There are four elements that make up the core basis of storytelling such as :

a. The Message

Storytelling as a branding tool is not about telling stories just for the sake of it. Rather, for most companies storytelling is about using stories to communicate messages that reflect positively on the company brand. But first you must develop a clearly defined message. Without it, there is no reason to tell stories - at least not with a strategic purpose.[16]

b. The Conflict

Conflict is the driving force of a good story. No conflict, no story.In storytelling, conflict is not negative. It is a fundamental premise on which the narrator can communicate his perception of right and wrong.[17]

c. The Characters

Another basic element in storytelling are your characters. We have seen how conflict marks the turning point in the

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[15]SamatarayPraamayee, *Use of Story Telling*, P.41

[16]Klaus Fog, et.al, *Storytelling Branding in Practice,* (New York:Springer Berlin Heidelberg,2005),p.32

[17]Ibid.

story, but in order for this conflict to play out, you need a cast of interacting and compelling characters.[18]

d. Plot

Once your message, conflict and cast of characters are all in place, it is time to think about how your story should progress. The flow of the story and its events are vital to the audience's experience. Given the fact that we can only tell one thing at a time, and that a story exists only as a progression of events within a given time span, the sequence of events needs careful consideration. It must have a precise structure to propel it forward and maintain audience interest.[19]

C. The Concept of Picture Series

1. Definition of Picture

Hornby states that picture is painting, drawing, sketch of some thing especitally work of art.[20]According to Wright picture is one of the teaching resources which has affecting and giving the information.[21]Moreover picture visual media, it is important thing and easy to find it. It is important because give concrete visual drawing about problem. In picture, we can see something interesting and related to real condition. By showing the picture, the teacher help to focus the student's attentionon the subject

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[18]Ibid., p.36
[19]Ibid., p.42
[20] A. Hornby, Op.Cit, p. 730
[21]Andrew Wright, *Picture for Language Learning*, (London:Cambridge University Press, 2004), p.2

thought. Picture interesting for the students because be able to identity for the picture perfectly, it means the teacher should present and select the pictures which are suitable for student. To get using picture more effective, we have the clear goal, certainly and details to use.

2. **Types of Picture**

According to Noor Azlina Yunus in his book typed the picture into four types :

a. Composite picture

Theseare large single pictures, which show a scene (Hospital, Beach, Canteen, Railway Station, Street) in which number of people canbe seen doing things.

b. Picture Series

A picture series is a number of related composite pictures linked to form a series of sequence. Hence, it's main function is to tell a story or sequence of events.

c. Individual picture

These are single pictures of objects, person or activities such pictures vary in size from small newspaper pictures and can be mounted singly.

d. Specialized pictures

Posters, charts, advertisement and brochures. Wall posters are not designed specifically for teaching, but rather for advertising or propaganda purpose.[22]

Based on explanation above, the researcher takes picture series also can be used as media in teaching speaking. Picture series is intended helps students to tell the story besides, it is expected to promote their motivation to speak.

3. **The Advantages of Use Pictures**

There are some advantages of used pictures in teaching and learning process, according to Andrew Wright such as:

a. Easy to prepare

b. Easy to Organize

c. Picture are Interesting

d. Meaningful and Authentic

e. Sufficient amount of language[23]

Based on explanation above, it can be concluded that pictures have so many advantages. So, the use media picture series would be the right way to teach.

4. **Procedure of Storytelling By Picture SeriesTechnique**

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[22]Yunus Noor Azlina.*Preparing and Using English language Teaching*. (Kuala Lumpur: Oxford University Press. 1981) P.23

[23]Andrew Wright, *Picture for Language,* p.3

Usually the teacher do not know that, any technique to improve their students speaking ability, so the students are often feeling hard to do speaking activity. As well as students can feel easy to improve their speaking ability, the researcher assumed to use of storytelling by picture series technique on learning process of narrative text.

In storytelling, students can employed some pictures which show the characteristics in it, the setting of the story and the plot of the story. Students can tell the story on the bases of the picture series they get.

After getting the narrative text,students can begin their storytelling by seeing the picture which shows the introduction of the story as they read in narrative text. After that they can go to the next pictures to continue the story. The students can do such kind of activities until the end of the story.

Picture series is intended helps students to tell the story desides, it is expected to promote their motivation to speak.therefore, this research is conducted to solve the students' problems in speaking. It is the use storytelling by picture series technique to improve students speaking ability in terms of the content and deliveryof the story.

D. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis as follow :

1. The use of storytelling by picture series technique, can improve the students speaking ability can be improved at the eleventh grade of SMA Muhammadiyah 1 Metro.

2. The use of storytelling by picture series technique, can improve the students learning activity at the eleventh grade of SMA Muhammadiyah 1 Metro.

CHAPTER III

A RESEARCH METHODOLOGY

A. Variables and Operational Definitions of Variables

1. Variable of Research

This research consist of two variables. They are independent variable and dependent variable. The two variables can be explained as follow :

a. Independent Variable (X)

Independent variable is a variable which functions to influnce the other variable. The independent variable in this research is Storytelling by using picture series technique . Storytelling by using picture series technique is a technique would be used in speaking learning process.

b. Dependent variable (Y)

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' speaking ability. The improving of student speaking ability can the seem after using storytelling by using picture seriestechnique .

2. The Operational Definition of Variables

As the explanation above this research consist of two variables those are using storytelling by picture series techniqueas independent

21

variable and students speaking ability as dependent variable. The definition of two variables can be explained as follow :

a. Independent Variable (X)

Independent variable is a variable which functions to influnce the other variable. The independent variable in this research is the use of storytelling technique by picture series technique. This variable would be measured by observation. The researcherwould observe the implemantation of using storytelling by picture series technique that used by the teacher. However, the indicator of good using storytelling by picture seriestechnique implemantation as follows :

In storytelling, students can employ some pictures which show the characteristics in it, the setting of the story and the plot of the story. Students can tell the story on the bases of the picture series they get.

After getting the narrative text,students can begin their storytelling by seeing the picture which shows the introduction of the story as they read in narrative text. After that they can go to the next pictures to continue the story. The students can do such kind of activities until the end of the story.

b. Dependent Variable (Y)

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is

the students' speaking ability. To measure the students' speaking

ability can be seen based on the following table :

Table 3.1
Analytic speaking criteria

Aspect	Category	Indicators
	4 (excellent)	Generaly natural delivery, only occasional halting when searching for appropriate word/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to in comprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Word are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few in appropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.

	2 (adequate)	Limited use of vocabulary with frequent in appropriacies.
	1(fair)	In appropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical form buth these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1(fair)	Unable to construct comprehensible sentences.
Interactionalst rategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom developan interaction.
	1(fair)	Understanding and interaction minimal.

B. Setting of Research

This research would be done the eleventh grade of SMA Muhammadiyah 1 Metro in the academic 2016-2017, which consist of 25 students. SMA Muhammadiyah located in Jl. Khairbras no.45 Ganjar Asri, Metro, Lampung.

The research would be held at the eleventh grade because most of students are still low English ability especially in speaking .

C. Subject of Research

The subject of the study in classroom action research is twenty-five students in class eleventh grade of IPA 2 at SMA Muhammadiyah 1 Metro.

Table 3.2

Students in Class Eleventh Grade of IPA 2 at SMA Muhammadiyah 1 Metro

Class	Sex		Total
	Male	Female	
XI IPA 2	10	15	25

D. Research Procedure

1. Classroom Action Research

The research is aimed to improve students' speaking ability by using storytelling technique by picture series so the research using classroom action research.

The kind of this research is Classroom Action Research. According to Donald Ary, Action Research is an activity to take an action based on research and analyze the action taken.[24]

Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.[25] It means that action research is given by teacher with directive from teacher that is done by students.

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[24]Donald Ary, , et.al, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010), p.512.
[25]Anne Burns, *Doing Action Research in English Language Teaching,* (Roudledge: New York and London, 2001),p.2

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. The main social purpose of action research includes the following :

1) It aims improve workplace practice throught improving learning.

2) It aims to promote the ongoing democratic evaluation of learning and practices.

3) It aims to create good social orders by influencing the education of social formation.

Actions research is a form of collective self-reflective enquiry undertaken by participants is social situation in order to improve the rationality and justince of their own social or education practice, as well as their understanding of these. It is practices and the situation in which these practices are carried out. The idea of self-reflection is central. In traditional form of research, research does research on themselves in company with other people, and those other are doing the same.

2. **Action Plan**

In this classroom action research, there are four steps in each cycle which have relationship one another. The steps are planning, acting, observing, and reflecting. Those steps can be seen in the following design :

Here is steeps Classroom action research design:
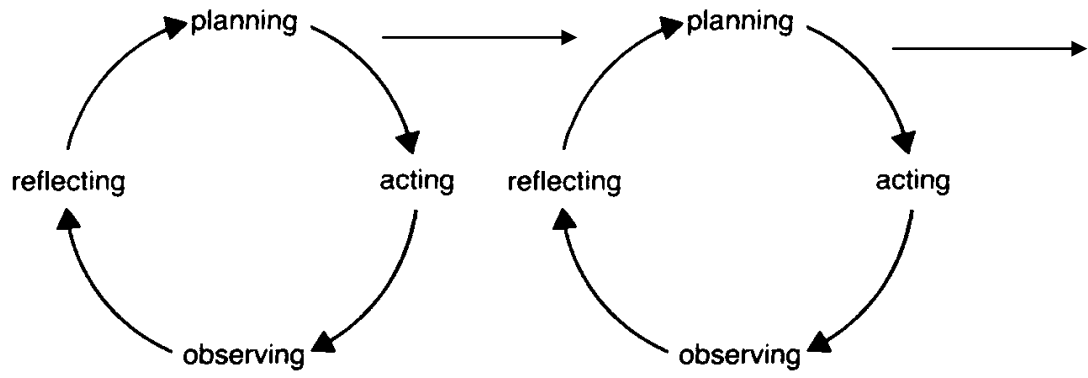
Jean McNiff's Model[26]

From the illustrated above, the explanatios about four steps of action research procedure are conducted in each cycle:

Cycle 1

a. Planning

Planning is the first step of this teaching context and it was prepared the researcher did the action. Planning that was concluded by the researcher were:

1) In this step the researcher prepared the lesson plan, test, observation sheet, storytelling by picture series technique.

2) Storytelling by picture series technique applied by researcher.

b. Action

The researcher gave pretest to students. It is done for one meeting. In the implementation of action, the teaching learning process was done in the eleventh graders of SMA Muhammadiyah 1 Metro that relates to the schedule of English subject in this grader. Every performance is 2 x 40 minutes. The researcher was done the implementation in 3 activities, they are:

1) Pre Teaching Activities

a) Greeting, praying and checking attendance list

b) Asking the students some question related the topic.

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[26]Jean McNiff, and Jack Whitehead, *Action Research*: *Principles and Practice second edition*,(London and New York: Routledge Falmer, 2002) , p.41

c) The researcher explained how to make story based on the picture series.

2) While Teaching Process

a) The researcher gave the exercise about the topic.

b) The students practiced in front of the class.

c) The researcher Watched and valuated the students performance.

3) Post Teaching Activates

a) The researcher asked the students about the difficulties of the lesson

b) Making conclusion together

After the students gave treatment in cycle 1. The researcher gave the posttest. The instrument was different mode with the instrument that has given in the pretest.

c. Observing

Observing was to observed the effect of the action in it is context. The observation was done in teaching learning process. The important things in teaching learning process were observed by collaborator by using observation sheet. And the outline of observation is students' participant in teaching learning process.

d. Reflecting

Reflecting is the last step in this process. The researchers analyzed and observation and test result during teaching learning process. In this step the researchers used the data for evaluation to make

improvement for the second cycle. And in cycle 2, is conducted mark up from cycle 1, it mean if from cycle 1 has failed in cycle 2 must reviewed, and if from cycle 1 successful in cycle 2 as continuation from cycle 1.

Cycle II

    a) Planning

        1) Studying of the reflection result in the action

        2) Arranging the detail plan about the action on cycle 2

        3) Collecting the subject material and the learning media

        4) Preparing the subject material

    b) The implementation of cycle 2

        1) The researcher gave motivation the students

        2) The researcher made the treatment

        3) The researcher Gave the posttest for 2 meeting

    c) Observing

The collaborator is observed and collected the data when the learning process was being done.

    d) Reflecting

The researcher analyzed the result of the action. By reflecting, the researcher known the strength and weakness of the action. In the step the reseacher compare the score distribution of pretest and posttest, theresearcher review and reflect on the student's attitude

whether it is positive or negative, enough in second cycle or need for next cycle. [27]

E. Data Collecting Technique

The important part of research planning is to formulate the instrument of collecting the data based on the problem which is research.. In collecting the data, the researcher used the techniques as follow:

1. Test

    Test is amount of questions or statements that are used to measure the skill, knowledge, intelligence or talent which is process by individual or group.

    a) Pretest

       The researcher gave to students at the first meeting. The first is oral test. the time to do the pretest is one meeting (2 x 40 minutes). It was done before applying the treatment.

    b) Posttest

       The posttest was done after the treatments. The posttest was held in order to know the student's speaking ability by using storytelling by picture series technique.

2. Observation

    Observation measured of the data immediately to the object of the research. In this research used observation sheet. Observation sheet observed the students activates.

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[27]Donld ary, *introduction to research*.P.518

3. Documentation

Documentation as the method which is used to get information from the written source or document (for example: books, magazines, notes, and other). Source of information and informal document. In this research the researcher took the data from the school such as the total of the students, teachers and the condition of the school. [28]

4. Recorder

Recorder is a mechine for recording sound or pictures example a tape, cassette, video, or DVD.[29]

F. Data Analysis Technique

Data analysis wasconducted by step by toke the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:

$$\bar{X} = \frac{\sum x}{N}$$

Note

$\bar{X}$ = Average score

$\sum x$ = Total Score of the Students

N = Total of Students.[30]

Furthermore, to know the improving students speaking ability and their learning activitity percently, the researcher would used percentage formula as follow:

[28]Donald ary,p 513

[29] A. Hornby, Op.Cit, p.1229

[30]Donald Ary, et.al, *Introduction to Researc*, p.108

$$P = \frac{\Sigma x}{N} \text{x } 100\%$$

Note

P= Percentage score

Σx = Total Score of the Students

N = Total of Students.[31]

G. Indicator of Success

The indicator of the success and the result of the action research. The study are called success. If 70% students get minimum standard score (MSS) 70 and there is the improvement of students learning activity between before and after implementating storytelling by picture series technique.

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[31]Ibid, p.108

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of the Research Location

1. Research Setting

a. The Brief History of SMA Muhammadiyah 1 Metro

Senior High School Muhammadiyah 1 Metro was established in 1983. Since 1983 this school undergone school headmaster change. The condition of leadership since its establishement in 1983. SMA Muhammadiyah 1 Metro has three levels of class, those are the tenth, eleventh, and twelve grades, then consists of three study program those are Ilmu Pengetahuan Alam (IPA), Ilmu Pengetahuan Sosial (IPS), and Ilmu Pengetahuan Bahasa (IPB). SMA Muhammadiyah 1 Metro has 432 students, 47 teachers and 9 administration staffs.Senior High School Muhammadiyah 1 Metro had several headmaster as follows:

1) Mr. Sirajudin Jahidin from   (1983 until 1987)

2) Mr. R.Ahmad Matin, BA   (1987 until 1991)

3) Mr.Sarjono, S.Pd   (1991 until 1995)

4) Mr. Tukiman   (1995 until 1999)

5) Mr. M. Bashori   (1999 until 2005)

6) Mr. Nurhasim, S.Ag   (2005 until 2013)

7) Drs. Ruslani M. Ro'i,   (2013 until now)

b. The School Identity

1. Name   : SMA Muhammadiyah 1 Metro

2. NSS / NDS   : 302120201007/L.02014001

3. Address   : Jln. Khairbras No. 65 Ganjarasri

    a. District   : Metro Barat

    b. City   : Kota Metro

    c. Province   : Lampung

4. Phone/fax   : 0725 – 42192

5. School status   : Swasta

6. Accreditation   : A

c. The Condition of Teachers and Official Employees of SMA Muhammadiyah 1 Metro

The number of teachers and official employees can be identified as follows :

Table 4.1

Number of Teacher and Official Employees of SMA Muhammadiyah 1 Metro

Teacher Educational Background

SMA/ MA	D3	S1	S2
4	1	48	2

d. Organization Structureof SMA Muhammadiyah 1 Metro

The organization structure of SMA Muhammadiyah 1 Metro in academic year 2017/2018 is as follow:

Figure 1
Organization Structure of SMA Muhammadiyah 1 Metro

e.   **Location Sketch of SMA Muhammadiyah 1 Metro**

Figure 2
Location Sketch of SMA Muhammadiyah 1 Metro

Khairbras Street No. 46 Ganjar Asri

U

TOILET

TEACHER ROOM	ADM ROOM	VICE PRINCIPLE ROOM	PRINCIPLE ROOM	UKS	CLASS

SCIENCE LABORATORY

FIELD

PARKING

MOSQUE

LIBRARY	CLASS	BK	CLASS
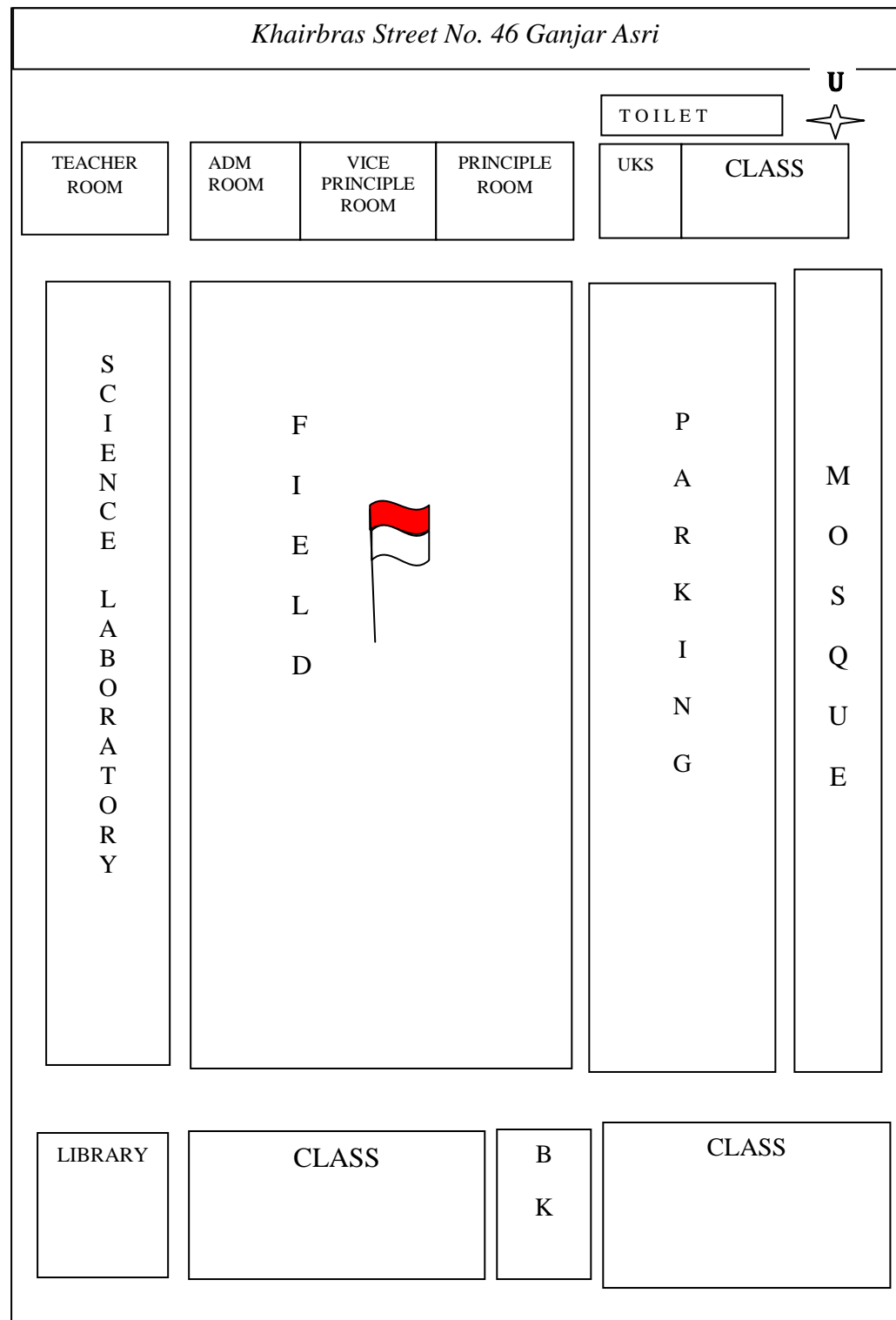
f. The Condition of Students of SMA Muhammadiyah 1 Metro

The following table shows the condition of students in SMA

Muhammadiyah 1 Metro academic year 2017/2018.

Table 4.2
The Condition of students of SMA Muhammadiyah 1 Metro

Class	Sex		Total Students
	Male	Female	
X	54	78	132
XI	58	88	146
XII	62	92	154

2. Description of the Research Result

In this research, the researcher conducted the pre-test on September7[th]

2017 before the process of cycle one would be done. The result of the

students' mark could be seen on the table as follows:

Table 4.3
The Pre-test Result of Students' Speaking Ability
Class XI IPA 2

No	Name	Score	Note
1	ANLA	45	Incomplete
2	APP	50	Incomplete
3	AMYN	40	Incomplete
4	AW	75	Complete
5	AM	60	Incomplete

6	DAAA	50	Incomplete
7	DE	60	Incomplete
8	EF	50	Incomplete
9	FAS	55	Incomplete
10	F	70	Complete
11	GRMW	70	Complete
12	HF	65	Incomplete
13	IK	65	Incomplete
14	MHJ	50	Incomplete
15	MZA	45	Incomplete
16	MAZ	50	Incomplete
17	MFA	45	Incomplete
18	MFI	75	Complete
19	NH	45	Incomplete
20	NH	50	Incomplete
21	SIR	75	Complete
22	RTR	70	Complete
23	SM	50	Incomplete
24	TFS	50	Incomplete
25	TS	50	Incomplete
26	UN	45	Incomplete
	Total	1450	
	Average	55,76	

Source: The result of Pre-test on September20[th] 2017

Table 4.4

The Percentage of Students' speaking AbilityPre-test Score

No	Score	Frequency	Percentage	Category
1	≥ 70	5	19%	Complete
2	< 70	21	81%	Incomplete
	Total	26	100%	

Source: The result of Pre-test on September20[th] 2017

Based on the table above, it can be seen that there are only 5 students who included to complete category and 21 students who included to incomplete category. The standard minimum for English lesson in SMA Muhammadiyah 1 Metro is at least 70. So, the researcher choose storytelling by picture series technique to improve students' speaking ability in the eleventh graders of SMA Muhammadiyah 1 Metro in the Academic Year of 2017/2018. The chart of students' speaking ability in pre test :

Figure 3

The Percentage of Students' speaking Ability Pre-test Score
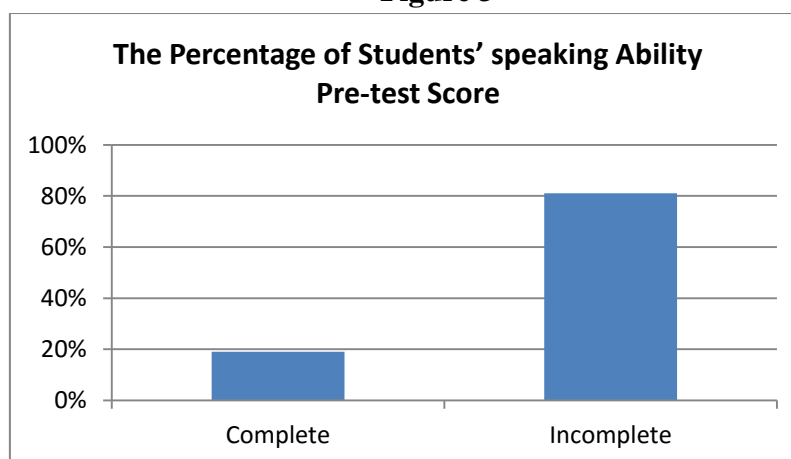
1. **Cycle I**

   a. **Identification of the problem**

Based on the teacher's experience and the result of speaking ability test in SMA Muhammadiyah 1 Metro, the researcher concluded that the problem faced by the students as follows: Many students are not confidence to speak English well .

b. Alternative of the Problem.

1) The teacher explained how to speak English well in their speaking ability.

2) The teacher should apply storytelling by picture series technique in teaching speaking ability.

Based on the cases above, the researcher used storytelling by picture series technique as the solution.

1) Planning

In this planning the researcher as the teacher and Miss Rosya Gusnaida, S.Pd. as the collaborator planned to give material about speaking ability. The researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the material, making the instrument that would be examined as the pre-test and post-test in the cycle I, making observation sheet of the students' activity to write down the problem and the cause of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

2) Acting

The action in cycle I consisted of 2 meetings. The explanatin of every meeting will be explained bellows:

a) The First Meeting

The first meeting was conducted on September21st2017 for 2x40 minutes. This meeting was started by greeting and praying, checking the attendace list and asking the students condition. The researcher explained the material about performing a monologue of narrative teks from Developing English Competencies for Grade (SMA/MA) and drilled each expression to the students. Next, the researcher showed the students the example of storytelling by picture series and the title is " Toba Lake". The researcher trained the students to speak up about the material.

b) The Second Meeting

The second meeting was conducted on September27th 2017 for 2x40 minutes. The meeting was started by praying and greeting, checking the attendace list and asking the students condition. In this occasion, the researcher gave the exercise to the students. The topics in post-test 1 is "Snow White". The students make a story based on the picture series of Snow White. Moreover, the storytelling by picture series was used by the students in making a story.

After finishing the exercise, every students speak in front of the class and apply performing a monologue of narrative teks with

storytelling by picture series technique. The teacher corrected the students' ability. After that, the teacher reviewed the material and closed the meeting by greeting them.

In the post-test 1, there are 12 students who were belong to complete category. The result of the students' test was better than the students' test before giving treatment.

In this session, the researcher got the result of the students' post-test 1 in cycles I. The result can be seen as follows:

Table 4.5
The Students' Post-test 1 Result of Speaking Ability in Cycle I

No	Name	Score	Note
1	ANLA	60	Incomplete
2	APP	60	Incomplete
3	AMYN	55	Incomplete
4	AW	80	Complete
5	AM	70	Complete
6	DAAA	65	Incomplete
7	DE	65	Incomplete
8	EF	50	Incomplete
9	FAS	70	Complete
10	F	80	Complete
11	GRMW	75	Complete
12	HF	70	Complete
13	IK	75	Complete
14	MHJ	70	Complete
15	MZA	55	Incomplete
16	MAZ	60	Incomplete
17	MFA	60	Incomplete
18	MFI	80	Complete
19	NH	50	Incomplete
20	NH	50	Incomplete
21	RIS	75	Complete
22	RTR	75	Complete

23	SM	75	Complete
24	TSF	55	Incomplete
25	TS	60	Incomplete
26	UN	55	Incomplete
	Total	1695	
	Average	65,19	

Table 4.6

Percentage Students' Score of Post-test of Speaking Ability

No	Score	Frequency	Percentage	Category
1	≥ 70	12	46%	Complete
2	< 70	14	54%	Incomplete
	Total	26	100%	

Source: The result of Post-test1 on September27[th] 2017

Based on the data above, it can be seen that there are 12 students who belong to complete category and 14 students who belong to incomplete category. It was higher than the result of pre-test. Learning process will be called succes if 70% of students got the minimum score 70. The fact showed that the result was unsatisfactory. The chart of students' speaking ability in post test 1 :

Figure 4

The Percentage Students' Speaking Ability Post-test Score

A bar chart showing Complete at 46% and Incomplete at 54%, with y-axis ranging from 42% to 56%.
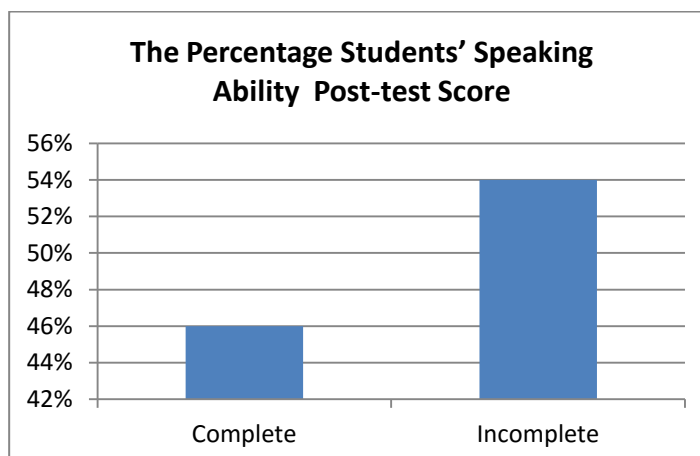
3) Observing

The researcher conducted 2 meetings to treatment in cycle I. The researcher gave material about performing a monologue of narrative teks. Some students could active to join the learning. Some of them gave attention to the explanation of teacher about performing a monologue of narrative teks. They could speak with simulated the material well, but there were also some students who didn't active and made condition of the class be noise. Here the result observation sheet of students'activity.

Table 4.7
The Students' Activities Result in Cycle I

NO	NAME	Meeting 1	Meeting 2
1	ANLA	60	80
2	APP	80	100
3	AMYN	40	60
4	AW	40	60
5	AM	60	80

6	DAAA	80	100
7	DE	60	80
8	EF	100	100
9	FAS	80	100
10	F	60	80
11	GRMW	60	80
12	HF	80	100
13	IK	40	60
14	MHJ	80	60
15	MZA	20	40
16	MAZ	80	60
17	MFA	80	60
18	MFI	60	80
19	NH	60	80
20	NH	60	80
21	RIS	60	80
22	RTR	20	40
23	SM	40	60
24	TFS	20	40
25	TS	60	80
26	UN	40	60
Percentage of active students		31%	58%
Percentage of inactive students		69%	42%

According to the result of observation above, the learning process was improving, because there is difference between the students activities in the first meeting and the second meeting. In conclusion, the learning process can be called success, because there is improving of students' activities in in the first meeting and second meeting.

4) Reflecting

Based on the result of cycle I, it showed that there was an improving of the result of pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some of the students did not focus on the material and they were still confused to speak with storytelling by picture series technique.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get sollution as follow:

a) The researcher should manage class well

b) The researcher motivated the students to focus on study and did not make a noises

c) The researcher should give more exercises to make the student more active in speaking class.

Table 4.8
The Result of Students' Pre-test and Post-test 1

No	Name	Students' Result			Category
		Pre-test	Post-test	Improve	
1	ANLA	45	60	15	Increase
2	APP	50	60	10	Increase
3	AMYN	40	55	15	Increase
4	AW	75	80	10	Increase

5	AM	60	70	10	Increase
6	DAAA	50	65	10	Increase
7	DE	60	65	5	Increase
8	EF	50	50	0	Constant
9	FAS	55	70	15	Increase
10	F	70	80	10	Increase
11	GRMW	70	75	5	Increase
12	HF	65	70	5	Increase
13	IK	65	75	10	Increase
14	MHJ	50	70	20	Increase
15	MZA	45	55	10	Increase
16	MAZ	50	55	5	Increase
17	MFA	45	60	15	Increase
18	MFI	75	80	5	Increase
19	NH	45	50	5	Increase
20	NH	50	50	0	Constant
21	RIS	75	75	0	Constant
22	RTR	70	75	5	Increase
23	SM	50	75	15	Increase
24	TFS	50	55	5	Increase

25	TS	50	60	10	Increase
26	UN	45	55	10	Increase
	Total	1450	1695		
	Average	55,76	65,19		

Source:The result of pre test and post test 1

Table 4.9

Percentage Students' Score of Pre Test and Post-test 1 of Speaking Ability

No	Score	Pre Test		Post Test 1		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 70	5	19%	12	46%	Complete
2	< 70	21	81%	14	54%	Incomplete
	Total	26	100%	26	100%	

Source: The result of pre-test and post test 1

Based on the data above, it shows that there was an improvement between pre-test and post-test 1. The learning process is called succes, if 70% of the students passed the standard minimum criteria 70. The table of post test 1 shows that there are 12 students who passed the standard minimum criteria in the percentage of 46%. It means that the indicator of succes was not achieved yet, although there is increasing in students' activity. So, the research would be continued to cycle II. In addition, the result of cycle 1 would be used as guidance to conduct the next cycle. The chart of improvement was presented below:

Figure 5

Percentage students' Score of pre test and post test 1
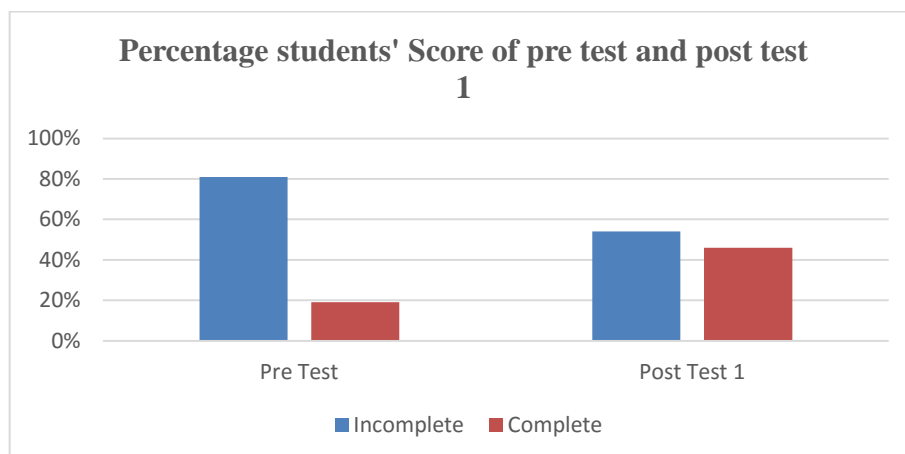
2. Cycle II

Cycle II is similar to cycle I, it consisted of planning, acting, observing and reflecting. It will be explained more detail as follow:

a. Planning

In this step, the researcher made the lesson plan. Based on the students' result in cycle I, the researcher concluded that the problem is that the students feel difficult to speak English well because they lack vocabulary and are not confidence . Therefore, the researcher solved the problems that appeared in cycle I and arranged lesson plan to continue the cycle II. The researcher planned to give them more exercises. The cycle 2 would be planned different with cycle 1. The teacher was active enough in cycle 1, but in the cycle 2 the students were the active ones to do the task.

b. Acting

1) The First Meeting

The meeting was conducted on September,28th 2017. The researcher opened the meeting by greeting, asked students to prayed together, checking students' attendance list. Next, the researcher announced the result of their speaking abilityat the last meeting.

After that, the researcher explained the deeper material about performing a monologue of narrative text.The researcher taught as the teacher and the collaborator followed the class by observing the students' activities. In addition, the Storytelling by Picture Series Technique was applied during the learning process.

2) The Second Meeting

The second meeting was conducted on October, 4th 2017. After giving treatment in the first meeting which consisted of giving material and giving exercise, the researcher provided the students with post-test 2. The topics for posttest 2 is "Cinderella". The students make a stories based on the picture series of Cinderella. Moreover, the storytelling by picture series was used by the students in making a story.

In this session, the researcher got the result of the students' post-test in cycle II. The result can be seen as follows:

Table 4.10
The Students' Score of Speaking Ability Post-test in Cycle II

No	Name	Score	Note
1	ANLA	65	Incomplete
2	APP	70	Complete
3	AMYN	60	Incomplete
4	AW	85	Complete
5	MA	80	Complete
6	DAAA	70	Complete
7	DE	85	Complete
8	EF	65	Incomplete
9	FAS	70	Complete
10	F	85	Complete
11	GRMW	75	Complete
12	HF	85	Complete
13	IK	80	Complete
14	MHJ	75	Complete
15	MZA	70	Complete
16	MAZ	70	Complete
17	MFA	75	Complete
18	MFI	85	Complete
19	NH	60	Incomplete
20	NH	55	Incomplete

21	SIR	80	Complete
22	RTR	80	Complete
23	SM	80	Complete
24	TSF	65	Incomplete
25	TS	75	Complete
26	UN	70	Complete
Total		1910	
Average		73,46	

Table 4.11
Percentage of Post-test in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 70	20	77%	Complete
2	< 70	6	23%	Incomplete
	Total	26	100%	

The table above is the result of students' mark at post test 2. It can be seen that there was an improvement from the mark of post test 1 and post test 2. There are 20 students who included to complete category in the percentage of 77%, and there are just 6 students who included to incomplete category in the percentage of 23%. It means that there was improving score from post test 1 and the post test 2 and the learning process was succes. The chart of students speaking ability result in post test 2 :

Figure 6

Percentage of Post-test in Cycle II
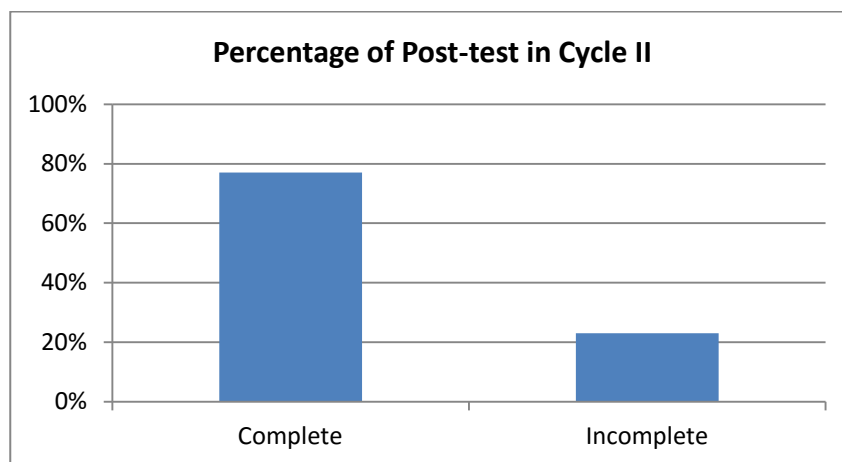
c. Observation

In this stage the students more active and enthusiastic in following the learning process. It can be seen as follow:

1) The Students' Activities Result in Cycle II

Table 4.12
The Students' Activities Result In Cycle II

NO	NAME	Meeting 1	Meeting 2
1	ANLA	60	80
2	APP	80	100
3	AMYN	40	60
4	AW	40	60
5	AM	60	80
6	DAAA	80	100
7	DE	60	80
8	EF	100	100
9	FAS	80	100
10	F	60	80

11	GRMW	60	80
12	HF	80	100
13	IK	40	60
14	MHJ	80	60
15	MZA	20	40
16	MAZ	80	60
17	MFA	80	60
18	MFI	60	80
19	NH	60	80
20	NH	60	80
21	RIS	60	80
22	RTR	40	80
23	SM	40	60
24	TFS	60	80
25	TS	80	80
26	UN	60	60
Percentage of active students		36%	64%
Percentage of inactive students		64%	36%

Source: the result of students activities on September 28th– October 4[th]2017

According to the result of the observation above, it can be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

d. Reflecting

The result of cycle II was better than cycle I. There was significant improving in this cycle. The condition of the class was getting better than before. The students can speak English well.. The students gave full attention to teacher and students'explanation.

1) The Result Mark of Students' Post tes 1 and Post test 2

Table 4.13
The Result of Students' Post-test 1 and Post-test 2

No	Name	Students' Result			Category
		Post test 1	Post test 2	Increase	
1	ANLA	60	65	5	Increase
2	APP	60	70	10	Increase
3	AMYN	55	60	5	Increase
4	AW	80	85	5	Increase
5	AM	70	80	10	Increase
6	DAAA	65	70	5	Increase
7	DE	65	85	20	Increase
8	EF	50	65	15	Increase
9	FAS	70	70	0	Constant
10	F	80	85	5	Increase
11	GRMW	75	75	0	Constant
12	HF	70	85	15	Increase
13	IK	75	80	5	Increase
14	MHJ	70	75	5	Increase
15	MZA	55	70	15	Increase
16	MAZ	55	70	15	Increase
17	MFA	60	75	15	Increase

18	MFI	80	80	0	Constant
19	NH	50	60	10	Increase
20	NH	50	55	5	Increase
21	RIS	70	80	10	Increase
22	RTR	75	80	5	Increase
23	SM	75	80	5	Increase
24	TFS	55	65	10	Increase
25	TS	60	75	15	Increase
26	UN	55	70	15	Increase
Total		1695	1910		
Average		65,19	73,46		

Source:The result of post test 1 and post test 2

Table 4.14
The Percentage of Students' Result Post test I and Post test II

No	Score	Post Test 1		Post Test 2		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 70	12	46%	20	77%	Complete
2	< 70	14	54%	6	23%	Incomplete
	Total	26	100?%	26	100%	

Source: The result of post test I and post test II

The result between posttest 1 and posttest 2 was highly increased. There were 215 points of increasing which means the average increasing was 8,27. Furthermore, the average score was also climbed from 65,19 to 73,46. The following chart provided the improvement of students' score:

Figure 7

Percentage of Students' Result Post Test 1 and Post Test 2
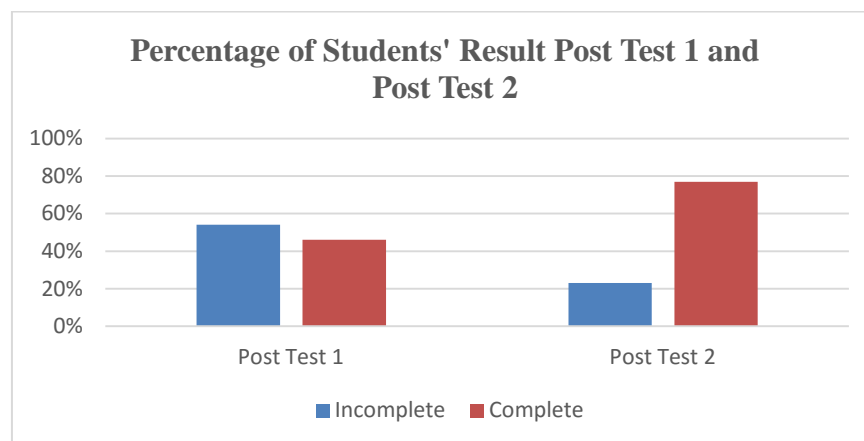
2) The Result of Students' Mark Pre-test, Pos test I and Post test II

Nevertheles, there is an improving mark of the students' post test I than pre-test. At the cycle II, the incresing of post test II better than post test I. This is the mark illustration of them:

Table 4.15
The Result of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	ANLA	45	60	65	Increase
2	APP	50	60	70	Increase
3	AMYN	40	55	60	Increase
4	AW	75	80	85	Increase
5	AM	60	70	80	Increase
6	DAAA	50	65	70	Increase
7	DE	60	65	85	Increase
8	EF	50	50	٦٥	Increase
9	FAS	55	70	70	Increase
10	F	70	80	85	Increase

11	GRMW	70	75	75	Increase
12	HF	65	70	85	Increase
13	IK	65	75	80	Increase
14	MHJ	50	70	75	Increase
15	MZA	45	55	70	Increase
16	MAZ	50	60	70	Increase
17	MFA	45	60	75	Increase
18	MFI	75	80	80	Increase
19	NH	45	50	60	Increase
20	NH	50	50	55	Increase
21	SIR	70	75	80	Increase
22	RTR	70	75	80	Increase
23	SM	50	75	80	Increase
24	FTS	50	55	65	Increase
25	TS	50	60	75	Increase
26	UN	45	55	70	Increase
Total		1450	1695	1910	
Average		55,76	65,19	73,46	

Source:the Result of pre test, post test I and post test II

Table 4.15
The Percentage of The Students' Score at Pre test,Post test 1 and Post test 2

No	Score	Pre Test		Post Test 1		Post Test 2		Category
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	>70	5	19%	12	46%	20	77%	Complete
2	>70	21	81%	14	54%	6	23%	Incomplete
	Total	26	100%	26	100%	26	100%	

Source: The result of pre test, post test I and Post test II

Figure 8

The Percentage of the Students' Score at Pre Test, Post test 1 and Post test 2
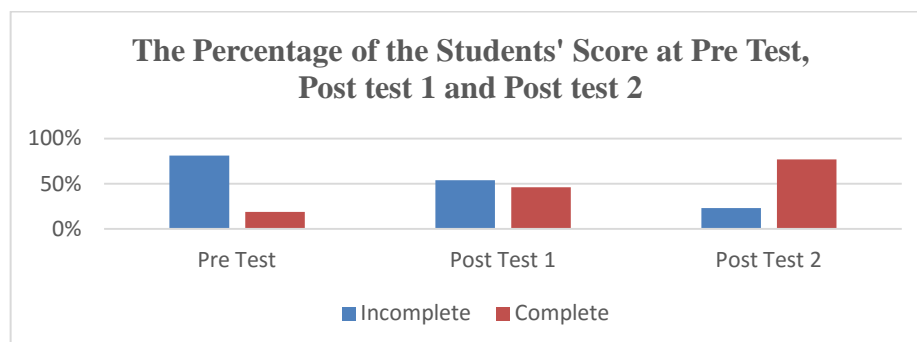
From the chart above can be seen that there was an improving from pre test, post test I and post test II. The students' could achieve the target. Most of students got mark ≥70in the percentage of 73% and there is also incresing of students' activity. It means storytelling by picture series technique can increase students' speaking ability.

The table showed that the students' average in the pre test was 55,76, in the post test 1 was 65,19 and in the post test II was 73,46. It means that there was an incresing on students' score from pre test to cycle I and cycle II. The difference between pre test and post test 1 is 9,43 and the difference between post test 1 and post test 2 is 8,27. Whereas, the difference between pre-test and post test 2 is 17,7.

B. Discussion

1. The Result of Students' Learning Process

Based on the research which had done in two cycles, it had been gotten the result of students' speaking score of XI IPA 2 through Storytelling by Picture Series technique on cycle I and cycle II. The data showed that the students' average in the pre test was 55,76, in the post test

1 was 65,19 and in the post test II was 73,46. It means that there was an increasing on students' score from pre test to cycle I and cycle II. The difference between pre test and post test 1 is 9,43 and the difference between post test 1 and post test 2 is 8,27. Whereas, the difference between pre-test and post test 2 is 17,7. The improving showed that the students will have good speaking ability if they are taught by specific technique. Althought the result of this research is not significant enough, the learning process can be called succes, because more than 70% of the students were be able to pass the minimum criteria 70 there was improving in students' activity.

2. **The Implementation of Improving Speaking Ability through Storytelling by Picture Series Technique.**

Storytelling by Picture Series technique can be used by teacher in teaching learning process. By Storytelling by Picture Series technique, the students will be accustomed speak English and show their ability in the class . Practice makes perfect. The more often the students practice to speak up, the bigger possibility they can speak up well.

The instruction activities in the class were more active and effective, the students were easier to attend the lesson. In summary, Storytelling by Picture Series Technique was an activity that is enjoying and can share their knowledge, it can provide motivation to learn for the students. Then, the result of analysis of the theory, the students are able to apply in their daily

activities. The students have to be active in learning speaking by using Storytelling by Picture Series Technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of learning speaking ability through the use of Storytelling by picture technique in two cycles of the action research, the researcher would like to give the conclusion as follows :

Storytelling by picture series technique has positive affect on the students' achievement. It can be used us alternative choice in learning speaking. It can increase student's ability in speaking. Those results are proved by the higher score in posttest. In the pretest, the average score 55,76 meanwhile the average score in the posttest 1 is 65,19 and the average score in post test 2 is 73,46.

By using Storytelling by picture series technique teaching learning process also makes students were easier in accepting the materials. It can increase the students' ability in expression their idea, in speaking. This is proved by seeing the average score of cycle I and cycle II of the treatment. Applying Storytelling by picture seriestechnique makes students be interesting and motivate them to attend the class. They feel enjoy in doing the test.

B. Suggestion

Based on the result of the research, the research would like to give some suggestions as follows:

1. For students

   a. The students have to increase their achievement and their activating in the learning English, by using storytelling by picture series technique.

   b. The students have to increase their speaking ability by storytelling by picture series in order to accelerate theprocess in studying English.

2. For Teacher

   a. The English teacher should motivate the students to be more active in learning English by using Storytelling by Picture Series Technique in English learning process.

   b. The English teacher is suggested to help students to increase their speaking ability by using Storytelling by Picture SeriesTechnique.

3. For Headmaster

   a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.

   b. The headmaster is recommended to make the further research about increasing the students' speaking abiliy by using Storytelling by Picture Series Technique.

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APPENDICES

SILABUS

NAMA SEKOLAH : **SMA Muhammmadiyah 1 Metro**
MATA PELAJARAN : **Bahasa Inggris**
KELAS/SEMESTER : **XI / 2**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan / Ekonomi Kreatif	Kegiatan pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Berbicara 10. Mengungkapkan makna dalam teks fungsional pendek dan esai berbentuk narrative, spoof dan hortatoty exposition.	10.2 Mengungkapkan makna dalam esai dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, spoof dan hortatoty exposition.	• Performing a monologue of narrative text	• Religius, jujur toleransi, disiplin, kerja keras, mandiri. Demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial. tanggung jawab.	• Percaya diri (keteguhan hati, optimis) • Berorientasi pada tugas (bermotivasi tekun, tabah, bertekad, energic) • Pengambil resiko (suka tantangan mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendongeng	• Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek • Melakukan monolog berbentuk narrative	Performans Performans	4 x 45 4 x 45	Developing english competencies for grade XI Senior High School (SMA/MA) Kamus Gambar Internet

Metro,   October 2017

Mengetahui,
Guru Mata Pelajaran   **Researcher**

Rosya Gusnaida, S.Pd   **Rohimatun Nafi'ah**
NIP.   **NPM. 13108317**

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:	SMA Muhammadiyah 1 Metro
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	XI
Topik	:	Berbicara (Speaking)
Alokasi Waktu	:	4 x 40 Menit

A. Standar Kompetensi

Berbicara

10. Mengungkapkan makna dalam teks fungsional pendek dan esai berbentuk narrative, spoof dan hortatoty exposition.

B. Kompetensi Dasar

10.2 Mengungkapkan makna dalam esai dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, spoof dan hortatoty exposition.

C. Indikator Pencapaian Kompetensi

- Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek
- Melakukan monolog berbentuk narrative

D. Materi Pembelajaran

Beauty and the Beast

Once upon a time, there was a girl named Beauty. She lived with her father and her sister in small village. Beauty was a beautiful girl. She was also hard-woring. She always helped her father on the farm.

One day, her father set out for the city. He saw an old castle and went in. No-one was in but there was food on the table. Then he walked around the castle. He picked a rose from garden for Beauty. Suddenly an

angry Beast appearead. He wanted to kill Beauty's father unless Beauty was brought to him. Beauty's father told her daughters what had happened. Beauty's sisters ordered her tob see the Beast.

Beauty want to see the Beast and had to stay at the castle. She felt scared, lonely and sad. She tried to run away but was stopped by the Beast. The Beast treated Beauty well. Soon, Beauty began to like the Beast.

One day, through the Beast's magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her.

One night,Beauty had a dream. A fairly told her that the Beast was sick. Beauty hurried back and saw the Beast crying. She began to cry. Tears fell on to the Beast. Suddenly, the Beast changed into handsome prince. Beauty and the Beast got married and lived happily ever after.

a.

b.

c.

E. Tujuan Pembelajaran

1. Siswa dapat merespon wacana monolog : narrative.
2. Siswa dapat mengidentifikasi informasi apa yang terdapat dalam teks narrative.

3. Siswa dapat bercakap-cakap untuk memberikan pendapat tentang teks narrative.

4. Siswa dapat bercerita menggunakan storytelling technique.

5. Tanya jawab tentang teks narrrative.

F. Teknik Pembelajaran

1. Storytelling technique dengan media gambar berseri.

2. Siswa diberikan gambar berseri.

3. Siswa dan guru membahas gambar berseri tersebut.

4. Siswa melakukan latihan bercerita di depan kelas.

5. Siswa bersama-sama merespon cerita yang dibawakan oleh siswa lain.

G. Sumber, Alat dan Bahan Pembelajaran

- Gambar
- Buku Developing english competencies for grade XI Senior High School (SMA/MA)
- Proyektor dan Laptop

H. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (Pendahuluan)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas

  - Berdoa sebelum membuka pelajaran
  - Memeriksa kehadiran siswa
  - Mendoakan siswa yang tidak hadir karena sakit atau karena halangan lainnya
  - Memastikan bahwa setiap siswa datang tepat waktu
  - Menegur siswa yang terlambat dengan sopan
  - Menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran;

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Mempersiapkan materi ajar, model, alat peraga.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

2. Kegiatan Inti

   Eksplorasi

   - Memberikan stimulus berupa pemberian materi tentang narrative teks.
   - Memberikan contoh narrative teks.
   - Mendiskusikan materi bersama siswa mengenai narrative teks.
   - Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau tanya jawab mengenai narrative teks.

   Elaborasi

   - Guru memberikan contoh teks monolog berbentuk narrative yang berkaitan dengan materi, seperti beauty and the beast berdasarkan gambar berseri.
   - Siswa mengamati gambar berseri.
   - Siswa melakukan storytelling berdasarkan gambar berseri.

   Konfirmasi

   - Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
   - Memberi jawaban atau opini ketika guru bertanya.
   - Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai narrative teks.

3. Kegiatan Akhir (Penutup)

   - Guru menyimpulkan materi pembelajaran kemudian memberikan pertanyaan kepada siswa secara acak
   - Guru memberi motivasi bahwa siswa harus belajar dengan rajin.
   - Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

I. Penilaian

Aspect	Category	Indicators
Fluency	4 (excellent)	Generaly natural delivery, only occasional halting when searching for appropriate word/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speak so little that no 'fluent' speech can be said to occur.
Pronounciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to in comprehension
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Word are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few in appropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate)	Limited use of vocabulary with frequent in appropriacies.
	1(fair)	In appropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical form buth these do not interfere with

comprehension.

	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom developan interaction
	1(fair)	Understanding and interaction minimal.

Metro,   October 2017

Mengetahui,

Guru Mata Pelajaran   Researcher,

Rosya Gusnaida, S.Pd   **Rohimatun Nafi'ah**
                                                                        NPM. 13108317

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:	SMA Muhammadiyah 1 Metro
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	XI
Topik	:	Berbicara (Speaking)
Alokasi Waktu	:	6 x 40 Menit

A. Standar Kompetensi

Berbicara

10. Mengungkapkan makna dalam teks fungsional pendek dan esai berbentuk narrative, spoof dan hortatoty exposition.

B. Kompetensi Dasar

10.2 Mengungkapkan makna dalam esai dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, spoof dan hortatoty exposition.

C. Indikator Pencapaian Kompetensi

- Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek
- Melakukan monolog berbentuk narrative

D. Materi Pembelajaran

Toba Lake

Once upon a time, there wasa man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life.

Surprisingly, this fish turned into a beautiful princess. He felt in love with her to be his wife. She said "yes, but you have to promise not tell anyone about the secret that i was once a fish, otherwise there will be a huge disaster". The man made the deal and they got merried, lived happily and had a son.

Few years later, this son would help bringing lunch to her father out in the fields. One day, his son wasso hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "you damned son of a fish". The son ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise. Then she told his son to run up the hills because a huge disaster was about to come. When his son left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake.

E. Tujuan Pembelajaran

1. Siswa dapat merespon wacana monolog : narrative.
2. Siswa dapat mengidentifikasi informasi apa yang terdapat dalam teks narrative.
3. Siswa dapat bercakap-cakap untuk memberikan pendapat tentang teks narrative.
4. Siswa dapat bercerita menggunakan storytelling technique.

5. Tanya jawab tentang teks narrrative.

F. Teknik Pembelajaran

1. Storytelling technique dengan media gambar berseri.
2. Siswa diberikan gambar berseri.
3. Siswa dan guru membahas gambar berseri tersebut.
4. Siswa melakukan latihan bercerita di depan kelas.
5. Siswa bersama-sama merespon cerita yang dibawakan oleh siswa lain.

G. Sumber, Alat dan Bahan Pembelajaran

- Gambar
- Buku Developing english competencies for grade XI Senior High School (SMA/MA)
- Proyektor dan Laptop

H. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (Pendahuluan)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
- Berdoa sebelum membuka pelajaran
- Memeriksa kehadiran siswa
- Mendoakan siswa yang tidak hadir karena sakit atau karena halangan lainnya
- Memastikan bahwa setiap siswa datang tepat waktu
- Menegur siswa yang terlambat dengan sopan
- Menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran;
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Mempersiapkan materi ajar, model, alat peraga.

- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

4. Kegiatan Inti

   Eksplorasi

   - Memberikan stimulus berupa pemberian materi tentang narrative teks.
   - Memberikan contoh narrative teks.
   - Mendiskusikan materi bersama siswa mengenai narrative teks.
   - Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau tanya jawab mengenai narrative teks.

   Elaborasi

   - Guru memberikan contoh teks monolog berbentuk narrative yang berkaitan dengan materi, seperti Toba Lake berdasarkan gambar berseri.
   - Siswa mengamati gambar berseri.
   - Siswa melakukan storytelling berdasarkan gambar berseri.

   Konfirmasi

   - Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
   - Memberi jawaban atau opini ketika guru bertanya.
   - Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai narrative teks.

5. Kegiatan Akhir (Penutup)

   - Guru menyimpulkan materi pembelajaran kemudian memberikan pertanyaan kepada siswa secara acak
   - Guru memberi motivasi bahwa siswa harus belajar dengan rajin.
   - Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

J. Penilaian

Aspect	Category	Indicators
Fluency	4 (excellent)	Generaly natural delivery, only occasional halting when searching for appropriate word/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speak so little that no 'fluent' speech can be said to occur.
Pronounciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to in comprehension
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Word are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few in appropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate)	Limited use of vocabulary with frequent in appropriacies.
	1(fair)	In appropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical form buth these do not interfere with

comprehension.

	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom developan interaction
	1(fair)	Understanding and interaction minimal.

Metro,   2017

Mengetahui,
Guru Mata Pelajaran   Researcher,

Rosya Gusnaida, S.Pd   **Rohimatun Nafi'ah**
                                                                                        NPM. 13108317

PRE-TEST INSTRUMENT OF STUDENTS SPEAKING ABILITY

Direction:

1. Look at the picture series.
2. Tell a story based on the picture series.
3. Write stories on paper.
4. You can open a dictonary to search vocabulary that you do not know.
5. Tell a story without teks in fornt of the class.

Malin Kundang

a. Malin Kundang say goodbye to his mother to go sailing.

b. Malin Kundang Mother waiting for the return of Malin Kundang.

c. Malin Kundang become rich and have beautiful wife.

d. Malin Kundang does not recognize his Mother.

POST-TEST INSTRUMENT OF STUDENTS SPEAKING ABILITY IN CYCLE 2

Direction:

1. Look at the picture series.
2. Tell a story based on the picture series.
3. Write stories on paper.
4. You can open a dictonary to search vocabulary that you do not know.
5. Tell a story without teks in fornt of the class.

Cinderella

a. Cinderella always work hard all day.

b. A messanger arrived with a special invitation.

c. Cinderella cannot go to the ball.

d. The fairy came.

e. One of glass shoes Cinderella lose.

f. Glass shoes fit with Cinderella.

g. Prince and Cinderella got merried.

POST-TEST INSTRUMENT OF STUDENTS SPEAKING ABILITY IN CYCLE 1

Direction:

1. Look at the picture series.
2. Tell a story based on the picture series.
3. Write stories on paper.
4. You can open a dictonary to search vocabulary that you do not know.
5. Tell a story without teks in fornt of the class.

Snow White

a.A beautiful princess named snow white.   b. She live with seven little dwarfs.

c. A witch gave snow white poisoned apple.   d. The dwarfs built a glass coffin

e. The Prince kiss Snow White.   f. Prince and Snow White got merried.

OBSERVATION SHEET OF SPEAKING ABILITY
PRE TEST

No	Name	Fluency				Pronouncation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1																								
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OBSERVATION SHEET OF SPEAKING ABILITY
POST TEST CYCLE 2

No	Name	Fluency				Pronouncation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1																								
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OBSERVATION SHEET OF SPEAKING ABILITY
POST TEST CYCLE 1

No	Name	Fluency				Pronouncation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1																								
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OBSERVATION SHEET
OF STUDENTS' ACTIVITIES IN CYCLE I

Day/Date   :

School   : SMA Muhammadiyah 1 Metro

Class   : XI IPA 2

Meeting   : 2

No	Name	Indicator					Total
		a	b	c	d	e	
1.	Abdurrachman Nurwira Lucky A						
2.	Aditya Putra Perdana						
3.	Ajeng Minati Yulia Ningrum						
4.	Annisa Wulandari						
5.	Auliya Maharani						
6.	Daffa Ardika Anggun A						
7.	Dewi Eka Sari						
8.	Ermi Fitria						
9.	Fadilah Akbar Setiawan						
10.	Fathurrahman						
11.	Gian Ria Mustika Wahyu						
12.	Hafidzah Fadillah						
13.	Inayatul Khuzna						
14.	M. Henry Joyodiningrat						
15.	M. Zaki Abdillah						
16.	Mahardika Amalia Zahro						
17.	Muhammad Fadli Azim						
18.	Muhammad Fariz Iqal						
19.	Nabila Husein						
20.	Nisrina Husein						
21.	Rahmalia Intan						
22.	Ridho Taufiqur Rohman						
23.	Salma Martina						
24.	Toni Febi Saputra						
25.	Tri Suranti						
26.	Ulfah Nurafifah						

Note : ≤80 : Not Active

≥80 : Active

Directions:

- Tick (√) for activity students.

- The Indicators of students' activities that observed are:

  a. Give an attention to the teachers explanation.

  b. Enthusiastically join the learning process.

  c. The students use dictionary.

  d. Able to understand of material by using Story Telling By Picture Series.

  e. Responding the teacher question.

Metro,   2017

Collaborator   **The Researcher**

Rosya Gusnaida, S.Pd   **Rohimatun Nafi'ah**
NPM. 13108317

OBSERVATION SHEET ABOUT THE USE STORY TELLING BY PICTURE SERIES TECHNIQUE

CYCLE II

Meeting :

Day/Date :

Researcher activities	Good	Enough	Low

1. Pre-teaching
    a. Preparing the lesson
    b. Preparing the material
    c. Class opening ability			

2. While teaching
    a. Informing the objective of learning
    b. Explaining the material uses story telling by picture series technique
    c. Guiding the students to follow the lesson			

3. Post-teaching
    a. Concluding the result of learning
    b. Class closing ability.			

Tick (√) for each positive effect			

Metro, 2017

Collaborator (English Teacher)   **Researcher**

Rosya Gusnaida, S.Pd.   **Rohimatun Nafi'ah**
NPM. 13108317

OBSERVATION SHEET ABOUT THE USE STORY TELLING BY PICTURE SERIES TECHNIQUE

CYCLE II

Meeting   :

Day/Date   :

Researcher activities	Good	Enough	Low
4. Pre-teaching			
d. Preparing the lesson			
e. Preparing the material			
f. Class opening ability			
5. While teaching			
d. Informing the objective of learning			
e. Explaining the material uses story telling by picture series technique			
f. Guiding the students to follow the lesson			
6. Post-teaching			
c. Concluding the result of learning			
d. Class closing ability.			
Tick (√) for each positive effect			

Metro,   2017

Collaborator (English Teacher)   **Researcher**

Rosya Gusnaida, S.Pd.   **Rohimatun Nafi'ah**
NPM. 13108317

Note :

Speaking Criteria :

70-100 : Good

51-69   : Fair

25-50   : Bad

Aspect	Score	Indicator
Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythim, intonation and pronouncation require more careful listening, some errors of pronouncationwhich may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
	3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2	Limited use of vocabulary with frequent inappropriacies.
	1	Inappropriate and inadequate vocabulary.
	4	Very few grammatical errors evident.

Grammatical accuracy	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken and distorted by frequent errors.
	1	Unable to construct comprehensible sentences.
Interactional strategies	4	Interacts effectively and readily participates and follows the discussion.
	3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2	Interaction ineffective. Can seldom develop an interaction.
	1	Understanding and interaction minimal

ATTENDANCE LIST OF PRE TEST

Class :

Date   :

No	Name	Signature	
1	Abdurrachman Nurwira Lucky Akrabi	1.	
2	Aditya Putra Perdana		2.
3	Ajeng Minati Yulia Ningrum	3.	
4	Annisa Wulandari		4.
5	Auliya Maharani	5.	
6	Daffa Ardika Anggun A		6.
7	Dewi Eka Sari	7.	
8	Ermi Fitria		8.
9	Fadilah Akbar Setiawan	9.	
10	Fathurrahman		10.
11	Gian Ria Mustika Wahyu	11.	
12	Hafidzah Fadillah		12.
13	Inayatul Khuzna	13.	
14	M. Henry Joyodiningrat		14.
15	M. Zaki Abdillah	15.	
16	Mahardika Amalia Zahra		16.
17	Muhammad Fadli Azim	17.	
18	Muhammad Fariz Iqbal		18.
19	Nabila Husein	19.	
20	Nisrina Husein		20.
21	Rahmalia Intan	21.	
22	Ridho Taufiqur Rohman		22.
23	Salma Martina	23.	
24	Toni Febi Saputra		24.
25	Tri Suranti	25.	
26	Ulfah Nurafifah		26.

ATTENDANCE LIST OF POST TEST CYCLE I

Class   :

Date   :

No	Name	Signature	
1	Abdurrachman Nurwira Lucky Akrabi	1.	
2	Aditya Putra Perdana		2.
3	Ajeng Minati Yulia Ningrum	3.	
4	Annisa Wulandari		4.
5	Auliya Maharani	5.	
6	Daffa Ardika Anggun A		6.
7	Dewi Eka Sari	7.	
8	Ermi Fitria		8.
9	Fadilah Akbar Setiawan	9.	
10	Fathurrahman		10.
11	Gian Ria Mustika Wahyu	11.	
12	Hafidzah Fadillah		12.
13	Inayatul Khuzna	13.	
14	M. Henry Joyodiningrat		14.
15	M. Zaki Abdillah	15.	
16	Mahardika Amalia Zahra		16.
17	Muhammad Fadli Azim	17.	
18	Muhammad Fariz Iqbal		18.
19	Nabila Husein	19.	
20	Nisrina Husein		20.
21	Rahmalia Intan	21.	
22	Ridho Taufiqur Rohman		22.
23	Salma Martina	23.	
24	Toni Febi Saputra		24.
25	Tri Suranti	25.	
26	Ulfah Nurafifah		26.

ATTENDANCE LIST OF POST TEST CYCLE II

Class :

Date   :

No	Name	Signature	
1	Abdurrachman Nurwira Lucky Akrabi	1.	
2	Aditya Putra Perdana		2.
3	Ajeng Minati Yulia Ningrum	3.	
4	Annisa Wulandari		4.
5	Auliya Maharani	5.	
6	Daffa Ardika Anggun A		6.
7	Dewi Eka Sari	7.	
8	Ermi Fitria		8.
9	Fadilah Akbar Setiawan	9.	
10	Fathurrahman		10.
11	Gian Ria Mustika Wahyu	11.	
12	Hafidzah Fadillah		12.
13	Inayatul Khuzna	13.	
14	M. Henry Joyodiningrat		14.
15	M. Zaki Abdillah	15.	
16	Mahardika Amalia Zahra		16.
17	Muhammad Fadli Azim	17.	
18	Muhammad Fariz Iqbal		18.
19	Nabila Husein	19.	
20	Nisrina Husein		20.
21	Rahmalia Intan	21.	
22	Ridho Taufiqur Rohman		22.
23	Salma Martina	23.	
24	Toni Febi Saputra		24.
25	Tri Suranti	25.	
26	Ulfah Nurafifah		26.

List of Names of Teacher SMA Muhammadiyah 1 Metro

No	Nama	Jurusan
1	Drs. Ruslani M. Ro'i,	Kepala sekolah
2	Drs. Mukhisban	PAI
3	M. Nurissalam, S.Si	Kimia
4	Nurhasim, S.Ag	PAI
5	Ahkaf Fikri,S.E	Ekonomi
6	Alfiati, Dra.	Sejarah
7	Arsi Herawati, S.Pd	Fisika
8	Dra. Asnawilis,	Matematika
9	Badrun, BA.	Geografi
10	Baiturrahman,S.Pd.I	Bahasa Arab
11	Bulan Purwandari	Biologi
12	Desna Iriani, S.Pd	Biologi
13	Diah Indriyani, S.Psi	BK
14	Dra. Dwi Rahayu Supratiwi	Kimia
15	Drs. Edi Turpuji Astono	Bahasa Indonesia
16	Eko Suwarno, S.Pd	BK
17	Fitri Ayu Arum Sari, S.S	Bahasa Jepang
18	Fitria Nurul Fatimah, S.Sos	Sosiologi
19	Heni Widiyarti,S.Pd.	Kimia
20	Iwan Suparli, S.Pd	Ekonomi
21	Jamal Al Fajri, S.Pd.I	Bahasa Arab
22	Maman Sudirman, S.Pd	Penjasorkes
23	Dra. Mardiyati	Bahasa Indonesia
24	Neni Agustia Pakti, S.Pd	Ekonomi
25	Ngaderi, S.Pd	Bahasa Inggris
26	Dra. Ngatini	Bahasa Indonesia
27	Rosya Gusnaida, S.Pd	Bahasa Inggris
28	Resesi Darmawati, S.Pd	BK
29	Rifa'i, S.Pd, M.Pd	Bahasa Inggris
30	Ridwan Awaludin, S.Pd	Penjasorkes
31	Dra. Ristuning	Geografi
32	Roni Faslah, S.Pd	Matematika
33	Rudion, S.Pd.I	PKn
34	Samsul Hadi, S.Pd.I	KMD
35	Sari Yunis, S.Pd	Bahasa Indonesia
36	Siti Maisaroh, S.Ag.	PKn

37	Dra. Siti Suwarni	Biologi
38	Dra. Sri Haridayati	Sejarah
39	Sriyanto, S.Si	TIK
40	Suyadi, BA.	Ekonomi
41	Tengku Mismawati, S.Pd	Fisika
42	Wariyanti, S.S	Sastra Indonesia
43	Waryoto, S.Pd	Matematika
44	Dra. Wastamah	PAI
45	Dra. Sri Hananing Hartati	Sosiologi
46	Ristuning Waluyati, S.Pd	Bahasa Inggris
47	Agus Pramono	Seni Budaya

List of Names of Staff in SMA Muhammadiyah

NO.	NAMA	JABATAN
1	Ariansa Deby Prasetyo, S.Kom	Kepala TAS
2	Sony	TAS
3	Marwiyono	TAS
4	Roudhotul Jannah	TAS
5	Dewi Yuliana	Bandahara Pemasukan
6	Rahmadi	Bendahara Pengeluaran
7	Ani Rosa Sulistyowati, S.Pd	Pustakawati
8	Helmi Novitasari, S.Pd	Pustakawati
9	Junaidi	Satpam

Facilities and Infrastructure in SMA Muhammadiyah 1 Metro

No	Nama Ruangan	Jumlah	Fasilitas
1	Principle room	1	Table, chair, TV, Laptop, fan
2	Administration room	1	Table, chair, cupboard, computer
3	Vice Principles' room	3	Table, chair, cupboard, computer, UPS
4	Teacher room	1	Table, chair, cupboard, fan
5	Science laboratory	2	Torso, microscope, practicum equipment
6	Computer Laboratory	1	Table, chair, computer, cupboard
7	Library	1	Table, chair, cupboard, books
8	Classroom	17	Table, chair, cupboard, whiteboard
9	Toilet	6	Bucket, brush, scoop
10	Mosque	1	Rug, prayer rug, *mukenah*, Al-Quran
11	Garden	1	Flowers, pond
12	Cooperation room	1	Table, chair, writing stuff
13	Health Unit	1	Cupboard, medicine box
14	Kitchen	1	Stove, eating utensils
15	Parking lot	1	
16	Counseling room	1	Table, chair, cupboard
17	Cafeteria	3	
18	Basketball yard	1	Basketball ring
19	Hall	1	Flagpole

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : P. 1471/In.28/FTIK/PP.00.9/06/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdr. Drs. Kuryani Utih, M.Pd.
2. Sdr. Ahmad Subhan Roza, M.Pd.
Dosen Pembimbing Skripsi
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Rohimatun Nafi'ah
NPM : 13108317
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juni 2017
Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor	: Sti.13/JST/PP.00.9/1373/2016	Metro, 16 Juni 2016
Lamp	: -	
Hal	: IZIN *PRA SURVEY*	

Kepada Yth.,
Kepala Sekolah SMA Muhammadiyah 1 Metro
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama   : Rohimatun Nafi'ah
NPM   : 13108317
Jurusan   : Tarbiyah
Prodi   : TBI
Judul   : The Effectiveness OF Using Storytelling By Picture Series To Improve Students' Speaking Ability At The Second Grade Of SMA Muhammadiyah 1 Metro

Untuk melakuan *PRA SURVEY* di SMA Muhammadiyah 1 Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan,

Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2005 1

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591
STATUS :TERAKREDITASI A
Alamat : Jl. Khairbras No. 65 Ganjarasri Metro Barat Kota Metro Telp. 42192

SURAT KETERANGAN
Nomor : 02/KET/IV.4.AU/F/2017

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 1 Metro menerangkan dengan sesungguhnya bahwa nama dibawah ini :

Nama	:	**ROHIMATUN NAFI'AH**
NIM	:	13108317
Jurusan	:	Pendidikan Bahasa Inggris

ISI KETERANGAN

Bahwa benar mahasiswa tersebut di atas telah diberikan izin penelitian yang dilaksanakan di SMA Muhammadiyah 1 Metro dengan judul penelitian "THE USE OF STORY TELLING BY PICTURE SERIES TECHNIQUE TO IMPROVE STUDENTS SPEAKING ABILITY AT THE ELEVANTH GRADE OF THE SMA MUHAMMADIYAH 1 METRO".

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : M e t r o
Pada Tanggal : 05 September 2017
Kepala Sekolah,

Drs. Ruslani
NBM : 772 931

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : 3813/In.28/D.1/TL.00/08/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH 1
METRO
di-
        Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 3812/In.28/D.1/TL.01/08/2017, tanggal 07 Agustus 2017 atas nama saudara:

Nama : **ROHIMATUN NAFI'AH**
NPM : 13108317
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 1 METRO. dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF STORY TELLING BY PICTURE SERIES TECHNIQUE TO IMPROVE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADE OF THE SMA MUHAMMADIYAH 1 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Agustus 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: 3812/In.28/D.1/TL.01/08/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**ROHIMATUN NAFI`AH**
NPM	:	13108317
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF STORY TELLING BY PICTURE SERIES TECHNIQUE TO IMPROVE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADE OF THE SMA MUHAMMADIYAH 1 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 07 Agustus 2017

Mengetahui,
Pejabat Setempat

M. Nurissalam, M.Si

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591
STATUS : TERAKREDITASI A
Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro

SURAT KETERANGAN
Nomor : 257/KET/IV.4.AU/F/2016

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 1 Metro menerangkan dengan sesungguhnya bahwa nama dibawah ini :

Nama	: ROHIMATUN NAFI'AH
NPM	: 13108317
Program Studi	: TBI
Jurusan	: Tarbiyah STAIN Jurai Siwo Metro

ISI KETERANGAN

Bahwa benar nama tersebut di atas telah melakukan Pra Survey di SMA Muhammadiyah 1 Metro dalam rangka penulisan Skripsi dengan judul : "THE EFFECTIVENESS OF USING STORY TELLING BY PICTURE SERIES TO IMPROVE STUDENTS SPEAKING ABILITY AT THE SECOND GRADE OF SMA MUHAMMADIYAH 1 METRO".

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : M e t r o
Pada Tanggal : 21 Juni 2016
Kepala Sekolah,

Drs. Ruslani
NBM : 772 931

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591
STATUS :TERAKREDITASI A
Alamat : Jl. Khairbras No. 65 Ganjarasri Metro Barat Kota Metro Telp. 42192

SURAT KETERANGAN
Nomor :   /KET/IV.4.AU/F/2017

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 1 Metro menerangkan dengan sesungguhnya bahwa nama dibawah ini :

Nama   : **ROHIMATUN NAFI'AH**
NIM   : 13108317
Jurusan   : Pendidikan Bahasa Inggris

ISI KETERANGAN

Bahwa benar mahasiswa tersebut di atas telah melakukan penelitian guna melakukan penulisan Tugas Akhir/Skripsi dengan judul penelitian "THE USE OF STORY TELLING BY PICTURE SERIES TECHNIQUE TO IMPROVE STUDENTS SPEAKING ABILITY AT THE ELEVANTH GRADE OF THE SMA MUHAMMADIYAH 1 METRO".

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : M e t r o
Pada Tanggal : 11 Oktober 2017
Kepala Sekolah,

Drs. Rusiani
NBM : 772 931

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

INama : Rohimatun Nafi'ah   Jurusan : TBI
NPM : 13108317   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	$\frac{3}{11}$ 2017	✓		Revise Chapter I UKU	
2	$\frac{13}{11}$ 2017	✓		ACC Mungarya	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

INama : Rohimatun Nafi'ah
NPM : 13108317

Jurusan : TBI
Semester : IX

| No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at, 20/10 2017		✓	- Revise format penulisan Caver, BAB I - V	
2.	Rabu, 25/10 2017		✓	Revise abstract	
3.	Jum'at, 27/10 2017		✓		

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
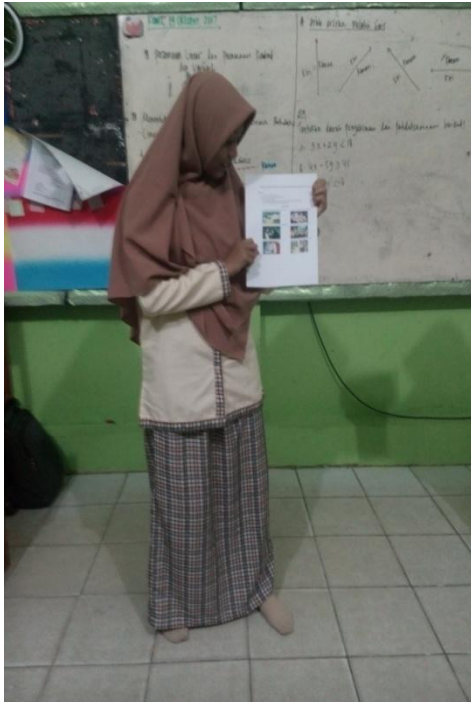NIP. 19750610200801 1 014

DOCUMENTATION

Pre Test
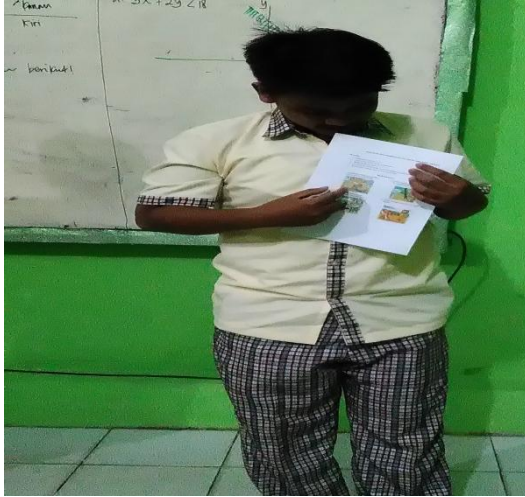
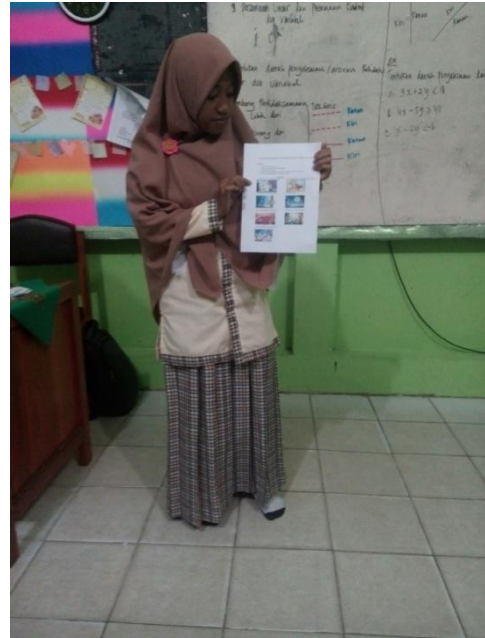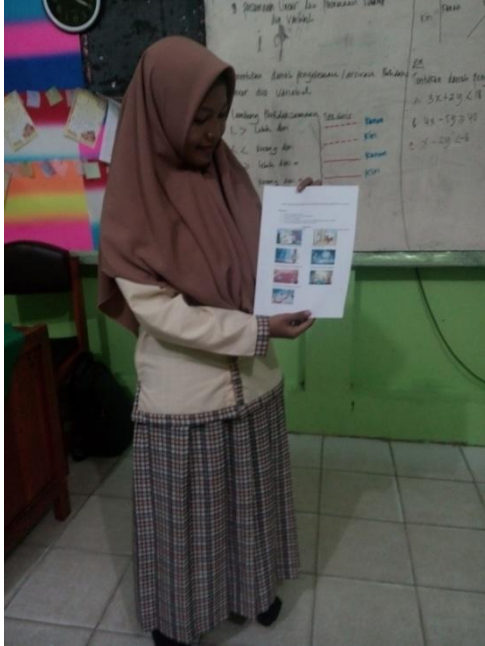Teacher give explanation about storytelling by picture series in cycle I.

Post Test Cycle I

Teacher give explanation about storytelling by picture series in cycle I.

Post Test Cycle II

CURRICULUM VITAE

Rohimatun Nafi'ah was born in Tempuran, on November 23 1995. She is the first daughter of lovely married couple, Mr. Warsidi and Mrs. Tuti Dayunah.

She started her study by taking elementary school at SD N 1 Tempuran and graduated in 2007. She continued her study at SMP N 1 Trimurjo and graduated in 2010. She continued her study at SMA Muhammadiyah 1Metro and graduated in 2013. In same year of 2013, she was registered as an S-1 student of English Education Department of The State Institute For Islamic Studies Of Metro.