AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS' SPEAKING PERFORMANCE BY USING PICTURE SERIES AMONG THE SEVENTH GRADERS OF MTS N 1 EAST LAMPUNG

By:

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Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H / 2017 M

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IMPROVING THE STUDENTS' SPEAKING PERFORMANCE BY USING PICTURE SERIES AMONG THE SVENTH CLASS AT MTS N 1 EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements

for the Degree of SarjanaPendidikan (S.Pd.)

in English Education Department

By:

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Sponsor   :Dr. MahrusAs'ad, M.Ag.

Co-Sponsor   :Ahmad Subhan Roza, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1438 H / 2017 M

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon Diseminarkan Munaqosah**
Saudari Susna Wati

Kepada yth,

Dekan Fakuitas Tarbiyah dan Ilmu Keguruan

State institute For islamic Studies Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi

yang disusun oleh:

Nama : Susna Wati

NPM : 13108537

Judul Skripsi : IMPROVING THE STUDENTS' SPEAKING PERFORMANCE BY USING PICTURE SERIES AMONG THE SEVENTH GRADERS OF MTS N 1 EAST LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami

atas perhatiannya kami ucapkan terimakasih.

Metro,   Juli 2017

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To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
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State institute For islamic Studies Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Susan Wati

Student Number : 13108537

Title   : IMPROVING THE STUDENTS' SPEAKING PERFORMANCE
BY   USING PICTURE SERIES AMONG THE SEVENTH
GRADERS OF MTS N 1 EAST LAMPUNG

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

Wassalmu'alaikum Wr.Wb

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Sponsor   Co-sponsor

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An Undergraduate thesis entitled: Improving the Students' Speaking Performance by using Picture Series among the Seventh Graders of MTs N 1 East Lampung, Written by Susna Wati, student number 13108537, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Wednesday, July 12th, 2017 at 08.00-10.00 p.m.

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IMPROVING THE STUDENTS' SPEAKING PERFORMANCE BY USUNG PICTURE SERIES AMONG THE SEVENTH GRADERS OF MTs. N EAST LAMPUNG

ABSTRACT
BY:
SUSNA WATI

This research was aimed to know level of speaking ability and to finding out the improving speaking performance by using picture series of MTs. N 1 Eas Lampung. Classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 32 students in class In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of MTs. N 1 East Lampung.

The result of this research shows that picture series as media can be used as a teaching technique of speaking. It provided by the average mark result of pre-test and post-test show that there were improved mark. At post test I is 75 and post test II is 87, it improve 12 points. Based on the result above, it can be said that picture series can improve speaking ability. This media makes the students are interested and motivated in the class. So that, they are confidence speak English in the class.

MENINGKATKAN KEMAMPUAN BERBICARA SISWA MELALUI PENGGUNAAN GAMBAR SERI TERHADAP KELAS VII DI MTs. N LAMPUNG TIMUR

ABSTRAK
OLEH:
SUSNA WATI

Penelitian ini bertujuan untuk mengetahui tingkat kemampuan berbicara melalui penggunaan gambar seri di MTs. N 1 Lampung Timur, penelitian tindakan kelas ini dengan subjek penelitian ini adalah siswa ke VII E di MTs. N 1 Lampung Timur. Penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 32 siswa kelas dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris di MTs. N 1 Lampung Timur

Hasil penelitian ini menunjukkan bahwa gambar seri sebagai media dapat digunakan sebagai aktifitas pengajaran dalam berbicara. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 75 dan post test II adalah 87 dan meningkat sebanyak 12. Berdasarkan hasil di atas dapat di katakan bahwa gamber seri dapat meningkatkan kemampuan berbicara. Media ini membuat siswa tertarik dan termotivasi di kelas sehingga mereka percaya diri berbicara di kelas.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Susna Wati

Student Number : 13108537

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro,   June 2017

SUSNA WATI
Student Number: 13108537

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama   : Susna Wati

NPM   : 13108537

Fakultas   : Tarbiyah

Jurusan   : Pendidikan Bahasa Inggriss

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

Metro, June 2017

SUSNA WATI
Student Number: 13108537

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ

لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ

دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Allah will exalt in degree those of you who believe and those who have been
granted knowledge

(Al – Mujadilah : 11)

"Allah Is The Highest Motivation"

DEDICATION PAGE

This Piece of work is dedicated to:

My beloved parents

(Mr.Batin Pesirah Husin and Mrs.Sharifah)

My beloved brother n sister

(Yulita, Juriah, Maryani, and Syah Roni)

My beloved lectures of English Education Study Program

Of State Institute For Islamic Studies Of Metro

My Beloved adviser

(Mr. Dr. Mahrus As'ad, M.Ag and Mr. Ahmad Subhan Roza, M.Pd)

My beloved Cousin and Best Friend

(Erna Gusnia, Intantin Utari, Raida Jullia Zelly, Sriwahyu Setya Ningsih, Vika Rahma Wati,)

My Almamater

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Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. This undergraduate thesis entitles "IMPROVING THE STUDENTS'SPEAKING PERFORMANCE BY USING PICTURE SERIES AMONG THE SEVENTH CLASS AT MTs. N 1 EAST LAMPUNG

The research would like to expres his gratitude to the principle of IAIN Metro Prof. Dr. Enizar, M.Ag and the writer offers her big thank to the Dr. Mahrus As'as, M.Ag as the sponsor and to Ahmad Subhan Roza, M.Pd. as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during the undergraduate proposal writing process.

As human being, the writer completely realize that this undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro,   July 2017
The Researcher

Susna Wati
ST.N 13108537

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a system for communication. All human use language to interact one another. Language and human beings can not be separated, because without language we can not utterence what we want to say. Thus, it can be said that language is tool of communication. Everywhere we stay we use language to interact with other people and to express the idea. So, language has important role for human.

Most of people consider that language is to explore ideas, opinion, and feeling among the people by oral or written ways. One of the languages which are often used as a means of communication is English It becomes the dominant language around the world, and now more people use English as an international language.

English is one of the international language that are used by many people in the word and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as tecnologi, economy, social, and politics. For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learned should study the four basic skill : listening, speaking, reading, and writing, Speaking is one of skill in English.

The acquisition of foreign language especially English as an International language has become more and more important in the globalization.

One school of though which is widely accepted by many language teachers is that the development of our conceptual understanding and cognitive skills is a main objective of all education. Indeed, this is more important that the acquistion of factual information.[1] Speaking is a productive skill. Besides that, speaking is widely considered to be the principal skill that standar for an overall knowledge of a foreign language. Because of than, speaking is an important skill that should be mastered because speaking is the principal of a foreign language. By speaking we can carry out conversation with the other. We can give idea and exchange the information.

Picture are not just an aspect of method but through their presentation of places, objects and people they are an assential part of the overall experiences we must help our students to cope with this book is intended to help teachers to develop their wider role as teachers of communication.[2] Threre are many Media in English. One of them is picture series, picture series is a number of related composite pictures linked to from a series of squences. Hence, it is main function is to tell a story or sequence of event. Picture series is a visual representation of an event or some things like that

[1] Harmer, Jeremy, *The Practice of English Language Teaching*, Third Edition, Longman : Pearson, 2001, p.75

[2] Wright, Andrew, *Picture for Language Learning*, Cambridge University Press, 2004, p.2

happen one after another, like a person or scene, produced on the surface, and as in painting images.

To know the students speaking performance score, the researcher has conducted the pre survey at November 30th 2016 in MTs. N 1 East Lampung at seventh grader which show in the table below:

Table 1

The students speaking score result at the seventh grade of

MTs. N 1 East Lampung in the academic year of 2016/2017

No	Score	Explanation	Frequency	Percentage
1	≥76-	Pass	12	37,5%
2	<76	Passed	20	62,5%
Total			32	100%

Source: The data of pre survey at the seventh grades of MTs Negri 1 East Lampung in the academic year 2016/2017

Based on data pre survey above, the Minimum Mastery Criteria (MMC) of Speaking is 75. It can be seen that the students got score less than the passes are 20 students with the percentage is 62,5%. It is more than the students who get the score up to the pass are 12 students with percentage is 37,5%. It can be assume that the students score is still low, in the other side the teacher said that the students have some problem in speaking subject, namely : (1) the students have low motivation; (2) the students' lazy to speaking in English; (3) the students' feel hard the way to improving their speaking perfomance.

Based on the problem above, the researcher interest to do the classroom action research, that focused on improving the students' speaking performance by using picture series among the seventh class of MTs. N 1 East Lampung.

B. **Problem Identification**

1. The students have limited vocabulary to speaking in englis

2. The students have no ideas when they speak in English in front of class.

3. The students have difficulties to speaking performance and pronounce English word.

4. The students have less confident when speaking English.

C. **Problem Limitation**

Based on the problem identifications above, the researcher will focus on and the difficulties of the students to express their idea when speak in English, and The students have difficulties to speaking performance and pronounce English word because the students have less confident when speaking English.

The researcher will use "Improving the Students' Speaking Performance By Using Picture Series Among the Seventh Class of MTs. N 1 East Lampung in the academic year 2016/2017.

D. **Problem Formulation**

In this research, the researcher formulates the problems is : "Can the use the picture series to improve the students' speaking performance among the seventh class as MTs N 1 East Lampung"?"

E. Objective of The Study

The objective of study is to show that picture series can improve the language the language learning activity speaking performance among the seventh graders of MTs. N 1 East Lampung in the academic ysear 2016/2017".

F. Benefits of The Study

The benefits of this study as follow:

1. For The English Teacher

   For the english teacher as an information to the teacher about the method that can be used to teach speaking performance using picture series.

2. For The Students

   The students' can explore their ideas when speak and can improve their speaking in front of class

3. For The Headmaster

   This research as an information and reference about the method on teaching english that can increase the student achievment especially in speaking.

4. For further researcher

   This research can be a reference for the researcher in English teaching learning process and this research is expected as a contribution for other researcher to conduct further studie.s

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Performance

1. The Concep of Speaking

a. The Definition of speaking

According to Lucy, speaking is one of the most difficult aspect for students to master, because it is involve ideas, what to say, language, how to use grammar, vocabulary and pronouncation as well as listening to and reacting to the person you are communicating with.[3] Speaking be a difficult aspect for students because they have less vocabulary and they are doubt to speak English.

According to Brown, speaking is a productive skill that can be directly and empiricallyobserved.[4] Actually, speaking is a skill which deserves attention every bit as much as literary in both first and second language. Speaking is in many ways an undervalued skill. Speaking is often tought of as "popular" form of expression which uses the unprestigious 'colloqueal register : literary are on the whole more prized.[5]Speaking needs convidence to express the idea and to make a transaction. It can be said, speaking is a skill which involves expression when we are talking.

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[3]Lucy Pollard's, *Teaching English a book to hep you through your first two years in teaching,*(London : All right reserved, 2008), P.7
[4]H. Douglas Brown, *Language Assesment Principle and Classroom Practices,*(California:Longman, 2003), P.140
[5]Martin Bygate, *Speaking,*(New York:Oxford university press, 1998),P. 7

The researcher conclude speaking is a productive skill where we can interact with other people and we can share idea and anything which we want to say. Speaking is difficult subject because it involve idea, pronounching and vocabulary and most of students can not master it

b. Characteristics of Speaking Performance

H Douglas Brown explain speaking is difficult aspect but it has some characteristics which make English easy to be learn. Speaking has eight characteristics which is explained below, they are : [6]

a. Clustering

Fluent speech is phrasal, not word by word. Learner can organize their output both cognitively and physically (in breath group) through such clustering. Here, learner can organize the speech into smaller word. Example phrase and clause. Learner can make the group of phrase or clause to make them easy comprehend the material.

b. Redudancy

The speaker has an opprtunity to make meaning clearer through the redudancy of language. Learner can capitalize on this feature of spoken language. It means, learner can understand about the meaning of conversation and information by redundancy and training. Example one of the learner can capitalize one this feature of spoken language

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[6] H.Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pendagogy Second edition*,(San Francisco :Addison Wesley Longman , 2001), P.270-271

c. Reduced Form

Contraction, elisions, reduced volwels, etc. All form special problems in teaching spoken English (see the section below in teaching pronunciation). Students who don't learn colloquial contraction can sometimes develop a stilted, bookish quality of speaking that in turn sigmatized them. As one of the example state by Nation and Newton is that the way to speak well by using reduced form is by using information transfer diagram.[7] The fore it cn give the speaker a a systematic.

d. Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows to you manifest a certain number of performance hesitations, pauses,and correction. Learnes can actually be taught how to pause and hasitate. The example of the way to have good performance variable state by Sellnow is by creating negative self-talk list.[8]

After creating negative selft-talk list the speaker most try to delate of negatif selt-talk wal speaking.

e. Colloquial Language

Make sure the students are reasonably well acquainted with the word, idioms and phrases of colloquial language and that they get

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[7]I.S.P Natiion Jonathan Newton, *Teaching ESL/EFL Listening and Speaking : ESL & Applied Linguistics Profesional Series* (Series Editor Eli Hinkel), uk new york, 2009, P.127

[8]Deana D. Sellnow, *Confident Public Speaking* (Second Edition), North Dakota State University, 2005, P.285

practice in producing these forms. In colloquial language consist of idiom, slink, reduce form in conversation. The colloquial language appear in monologues and dialogues.

The example of using colloquial language state by O'Hair Rubenstein, Rob Stewart is by using colloquial expression such as "back the wrong house" and "ballpark figure" can add, color and richnes to a speech, but only if listeners understad them.[9]

There for by using colloquial language the speaking performance has interesting variation that can get more audiences attention.

f. Rate of Delivery

Another salient of characteristic of fluently is rate of delivery. One of the task in teaching spoken English is to help learners achieve an acceptable speed along with other attribute of fluently. In speaking, the fluently or speed of speaking is more curial to comprehend.

The example of the selnow way to have good speaking[10] rate are by gradually speeding up or slowing down rate, loworing pitch, or decreasing volume con communicate peacelfulness, resolution, remorse, disgust , or sadness.

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[9]O'Hair Hannah Rubenstein, Rob Tech University, *A Pocket Guide To Public Speaking*, (Third Edition), Texas Tech University, 2004, Hal. 135

[10]Deana D. Sellnow, *Confident Public Speaking* (Second Edition), North Dakota State University, 2005, P.268S

g. Stress, rhythm, and Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and it is intonation pattern convey important message.

The example of the way to have stress rhythem an intonation stated Sellnow is by only practicing.[11] By having intensive practice, it is hoped that the speaker will have good stress, rhythm, and intonation.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its rich component the creativity of conversational negotiation. Interaction has large role in spoken language. In interaction consist of negotiation, clarification, attending signal, etc. it means that in interaction learn to respond the conversation.

The example of the way to have good interaction in speaking is by using eyes contact and exvresif facial expresion.[12] communicate messages at the same time her son is professing hunger.

Based on the characteristics of speaking above the researcher assumed that speaking has some characteristics that have to be attentionned. If all of caracteristics above is fulled, it will produce a good speaking.

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[11]Deana D. Sellnow, *Ibid*. P.112

[12] Deana D. Sellnow, *Ibid*. P.12

2. The Concep of Spseaking Performance

Brown argues that for more than six decades now, research and practice Englis language teaching has identified the "four skill", listening speaking, reading, and writing as paramount importance.[13] It means that four skills as very important to be understood as the central objec of the study in English language teaching. Actually, speaking is a skill which deserves attention every bit as much as literary in both first and second language.

Furthemore, brown pointed out that "it is perfectly appropriate to identify language perfomance thus. The human has fashioned to form of productive oral and written. Then two form or receptive perfomance, aural (or auditory) and reading".[14] It ilustrates taht language teaching is a learner's complex package including receptive language (listening and reading perfomance) and productive language (speaking and writing perfomance).

Speaking is one of the skill that have to be mastered by students in learning english. The perfomance to speak fluently presupposses not only a knowledge of language feature, but also the perfomance to proces information and language "on the spot".[15] it means that in the English speaking need to have the skills. Communicate well and smoothly should provide information and language are essential in communicating3.

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[13] Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy* (2nd Ed, Addisaon Wesley, New York, 2001, p.232

[14] *Ibid*

[15]Harmer, Jeremy, *The Practice of English Language Teaching*, Third Edition, Longman: Pearson, 2001, p.269

3. The Prablem Teaching speaking Performance

a. Internal Problem

There are several discussions about problems that come from body of the students their self. The problems are commonly become obstacles in teaching speaking. The problems are native language, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking.

H Douglas Brown explain prablem teaching speaking. They are :[16]

1) Native language

The native language is the most influential factor affecting a learner's speaking."If you are familiar with the sound system of learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part."

By the statement it concludes that mother language of students will be a problem in teaching speaking if the teacher cannot understand the fact and decided a way to solve the condition moreover if the linguistic aspect of the native language students have is really different with target language. In the condition, linguistically, the difference of L1 and L2 is the fundamental factor that determines success of a speaking class.

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[16]Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy* (2nd Ed, Addisaon Wesley, New York, 2001, p.284-285

2) Age

Generally speaking children under the age of puberty stand an excellent chance of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age. A fifty year old can be as successful as an eighteen year old if all other factors are equal. argues that remind the students are older, that "the younger, the better" is a myth. It is because, in fact, every step of age has its own characteristic that sometime has a potency to be a problem in teaching speaking.

Actually children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive, especially to peers. Moreover, their egoism is still being shaped, and therefore the slights of communication can be negatively interpreted. Children are also focused on what this new language can actually be used for here and now. They are less to willing to put up with language that doesn't hold immediate that is neither authentic nor meaningful.

By the explanation above it can be concluded that teaching language is really related with the age of students that affect the characteristic o f the students its self. In every age there is some uniqueness which can support the teaching processes on other hand the uniqueness can be hard obstacle in the teaching. It can be anticipated by

make an observation about the age of students and find the formula in teaching each age.

3) Exposure

It is difficult to define exposure. One can actually live in a foreign country for sometime but not take advantage of being "with the people." Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. says that if class time spent focusing on speaking demands the full attention and interest of the students, then they stand a good chance of reaching their goals.

The statement shows that in terms of exposure the discussion will be very fuzzy. Some students may be more interest by quality and intensity of exposure the teacher gives in speaking class. Some of the students may have contradictive condition; they prefer to get long time of exposure in reaching the speaking class goal. The relativity is an obstacle in teaching speaking so the teacher should know the condition of his or her students in order to be able to give suitable exposure.

4) Innate phonetic ability

Often referred to as having an "ear" for language, some people manifests a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this "knack" is present whether the early language is remembered or not, Others are simply more attuned to phonetic discriminations. Some people would

have you believe that you either have such a knack, or you do not. Therefore, if speaking seems to be naturally difficult for some students, they should not despair; with some effort and concentration, they can improve their competence.

In other words, sometime speaking skill often placed as a talent from an individual. The perspective is not wrong because many researches, especially in education have proven that human has specific talent or inelegance. Here, speaking skill mastery includes verbal intelligence. So, the teacher should understand the fact by realizing that students have their own chance to be success in speaking class. It will a big problem if the teacher do not see his students in diverse talent.

5) Identity and language ego

Yet another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers. Learners need to be reminded of the importance of positive attitudes toward the people who speak the language, but more important, students need to become aware of - and not afraid of - the second identity that may be emerging within them,

The perspective shows that students' attitude is very important in speaking class. Positive attitude will help the students to master speaking skill better. On the contrary, by bad attitude, the students will be more difficult to reach the speaking class goal. Good attitude is a power that helps the students to accept speaking material. It will be a

huge trouble if the teacher does not know the importance of Identity and language ego of his students.

6) Motivation and concern for good speaking

Some learners are not particularly concerned about their speaking, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. that that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking.

b. External Problem

The completeness understanding of problem in teaching speaking should be known by the teacher. The factor is an institutional context that puts English as second or foreign language in a nation. The context in which the language is learnt is still considerable relevance to kind of English a nation will want and need to study, and the skills they will need to acquire.

The explain of prablem teaching speaking by Jeremy Harmer, there are three main kinds of English teaching. It has been suggested that students of EFL (English as Foreign Language) tend to be learning so that they can use English when traveling or to communicate with other people, from whatever country, who also speak English. ESL (English as a Second Language) students, on the other hand, are usually living in the largest-

language community. The latter may need to learn the particular language variety of that community (Scotch English, shouter English, from England, Australian English, and Texan English). ESOL (English for Speakers of Other Languages) to describe both situations. [17]

In teaching speaking English as second language the students are ready access to the target language both outside and inside language classroom. The students have a tremendous advantage.

4. Elements of Speaking Performance

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process the information and language.

Jeremi Harmer explain there are two elements of speaking. They are:[18]

a. Language Feature

Among the elements necessary for spoken production, are follow :

1) Connected Speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. Here, the connected speed can be omitted and added.

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[17] Harmer, Jeremy, *The Practice of English Language Teaching*, Third Edition, Longman: Pearson, 2007, p.12

[18] Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge:Longman, 2003), P. 269-271

2) Expressive Devised

The use of expressive contribute to the ability to convey the meaning. They use the extra expression of emotion and intensity.

3) Lexis and Grammar

Speech is marked by the use of lexical phrases, especially in the performance of certain language function. Here, the teacher give some phrases for different function such as expressing surprise, agree, disagree, etc.

4) Negotiation Language

Effective speaking will give benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

b. Mental / Social Processing

The success of speaker depend on the processing skill like :

1) Language Processing

A good speaker is a speaker who able to process the language in their own head and can convey the meaning of language.

2) Interacting With Other

Most of speaking involve interaction with one or more participant. this means that speaking involves a good deal of listening and knowledge.

3) (On-The-Spot) Information Processing

Here, we need to be able to process the information about something that they tell to us.[19]

The researcher conclude that element of speaking start from fluent connected speech, how to convey the meaning, the stucture when we are saying and social processing that we can see from when we make some interaction with other people, and when we can process the massage that is conveyed.

5. **The Measurement Of Speaking Performance**

The subject of this research is speaking performance the measure of used oral test with scale of measurement 1-4.

Table 2:
Oral English Rating Scale Frame

No	Criteria	Rating Score	Comments
1.	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.

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[19]Jeremy Harmer, *Ibid*

2		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	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	Grammatical accuracy	4	Very few grammatical errors evident.
		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.
5	Interactional strategies (In this criterion, the term 'interactional strategies' means using strategies such as initiating the discussion, asking for clarification, expanding the topic, turn taking and concluding the discussion.)	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.[20]

[20] Cyril J. Weir, *Language Testing and Validation An Evidence-based Approach*, (New York: Palgrave Macmillan , 2005). p. 196

Finally, learner themselves should be encourage to take some responsibility for their own assessment. Asking them to record and assess themselves, using criteria that have been discussed in advance, is one way of doing this.[21] It mean that in the peaking performance need to measurement in learning english. Communicate well provide information are essential in communicating.

B. The concept of Picture Series

1. Definition of Picture Seriess

According to David Novitz, picture series is one in which a picture or a series of pictures are used to clarify, elucidate, or to explain the witten or spoken word ; and the other in which a picture or a series of picture are used simply to adorn or to decorate a written passage or a talk[22].

Definition of picture are:

a. The art of painting, representation by painting.

A representation of anything (as a person, a landscape, a building) upon canvas, paper, or other surface, produced by means of painting, drawing, engraving, photography, etc, a representation in colors. By extension, a figure, a model.

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[21] Scott Thornbury. How to Teach Speaking. England : Longman, 2005. P. 127-130
[22] David Novitz, *Picture And Their Use In Communication*, by Martinus Nijhoff, The Hague, Nederlands, 1997, P.101

b. An image or resemblance, a representation, either to the eye or to the mind, that which, by its likeness, brings vividly to mind some other thing, as, a child is the picture of his father, the man is the picture of grief.

c. To draw or paint a resemblance of; to delineate; to represent; to form present an ideal likeness of; to bring before the mind.

Andrew Wright explain the picture are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences we must help our students to cope with. To help teachers to develop their wide role as teacher of communication. Specifically, picture contribute to :

1. Interest and motivation

2. A sense of the context of the language

3. A specific reference poin or stimulus [23]

Pictures can motivate students and make them want to pay attention to take a part in class and also contribute their idea to the context in which the language is being used in class. Pictures can be used to illustrate a number of structures and vocabularies although the sentence refer to the pictures but teacher can give the emphasis on the structure and vocabulary that must be used by students to tell and describe the pictures.

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[23]Andrew Wright, *Pictures For Language Learning : Cambridge Handbooks for Language Tearchers* (Series Editor Penny Ur), Cambridge University Press, 1989, P.2

It is important to have as wide a range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development. And the resources must include picture.[24] There for in developing students' speaking is very important in using media images make it easier to respond, helps facilitate learning for students and also facilitate teaching for teachers, provide more real experience, Drawing the attention of the larger student (nets, not boring). All senses pupil can be activated, More attracted the attention and interest of pupils in learning.

2. **Element of picture series**

According to Norton, Dona E. and Saudra E, the elements of picture, they are:

a) Original Stories and Those with Lots of Imagination

b) Plot.

c) Characterization

d) Setting

e) Theme

f) Style

g) Humor

h) Surprise and the Unexpected[25]

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[24] Ibid, P.2

[25]Norton, Donna E. and Saundra E. Norton.*Through the Eyes of a Child: An Introduction to Children's Literature.* 6[th]ed. Upper Saddle River, NJ: Merrill Prentice Hall, 2003.

Based on the element of picture series In expressing opinions or feelings we can use alternative media such as using media images. Media images used in the hope it can be a conductor between the feeling we have to a person or the public at large. As well as improve spoke to express their opinions through the media image.

3. Types of pictures series

Andrew Wright explains the type of picture. They are :

a) Checchart for pictures.

. Use the checkchart to stimulate ideas for particular ways of using pictures you have found. If a special idea accurs, write it on the back of the picture or on an envelope and keep the picture in it

b) Picture of single object.

1. Many of the activities described in this book make use of pictures showing a single object. General things to talk about :

2. Food : apperance, maning, preferences, comparing foods of the same type, contable and uncountable, cost, origin, countainers, weight, how to cook or bad for health.

3. Clothes : apperance, maning, preferences, suitability, cos fashion.

4. Cars : maning the manufacturer, country of manufacture, perfomance, appropriacy for different kind of peaple, appearance, cost,comparisons.

5. Animals : apperance, naming, habitat, characteristics , rarity, relationship with people, comparisons.

6. everiday objects, naming, prossession, cost usefulnes, purpose and appropriateness, unusual uses, comparisons.

7. gifts : naming, preferences for self and for other, appropriateness, cost.

C) Picture of one person.

Picture of people invite us to speculate who they are, what sort of people they are (age, family, work, concerns) and what they are thinngking and feeling. In these fictures whith actions which are important in themselves, see pictures of people action.

D) Pictures of famous people

General thing to talk about :

Identify : reson for fame,achievement, evaluation of what they have done / are doing / will do

E) Pictures of several people

General things to do and to talk about :

 peech and thought bubbles cut out of sticky paper can be struck on the picture.

F) Pictur of people in action

General things to do and to talk about :

Everyday activities : desvribing and naming, what they are sayint and / or thinking and feeling, commenting on the people and

actions, function, for example apologising, persuading, complaning, explaining.

G) Picture of places

Picture of pleces might include : Home or abroad, landascapes, townscapes, single building,views.

H) Picturs from history

Pictures illustrating scenes, costumes and objects from history can be used like other pictures but have the additional quality of inviting the use of past tense forms.

I) Pictures with a lot of imformation

Some pictures are full of information, there may be lot of people doing different things, or it may be a landscape or cityscape showing lost objects, buildings.

J) Pictures of the news

New pictures invite identification of the incident, what happened, there when, and to whom.

K) Pictures of fantasie

Fantasi picture can be cut out of old children's books. They often ilustrate everyday activities, for example, eating, sleeping, running.

L) Pictures of maps and symbols

Picture of symbols can be found in road traffic booklest, holiday brochures.

M) Pictures and texts.

Some pictures have captions or articles accompanying them : cartoons, nwespaper pictures, advertisements, pictures cut out of old books, and it is a shame to throw the text away.

N) Sequances of pictures

Cartoon strips and inroduction strips of pictures are potenlially useful. Experience will show the teacher which trips are the most useful. The strips can be kept as they are and used to contextualise a story or description of a process.

O) Related pictures

Pictures which are related to each other can be treated as separate pictures and used in mini-dialogues.

P) Bizare pictures

Bezare pictures engage people's attention for a few moments but then tend to become boring because it is difficult to relate to them.

Q) Explanatory pictures

Picture taken from specialist publication or old school books often explain a process. Educational wallcharts are produced by many major firms and these are often given free of charge to schools and colleges.

Base on explanation above, the research will use picture from history to conduct this reseach is picture form history. In this type of image has various types and have different arts with

different types of images increase spirit speaking students in learning responses

4. **Picture series on media of teaching speaking performance**

   a. **Using picture to Teaching Speaking performance, they are :**

   1) Strategy for Developing speaking performance

   Students often think that the ability to speak a language is the product of language learning. But speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These teacher help students learn to speakso that the students can use speaking to learn.

   2) Using daily Expression

   One of ways to develop the students speaking skill is using daily expression. It can make the students easily practice in using English in their daily activities. This way is able to encourage the students to practice speaking English.

   3) Using Minimal Responses

   Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to

participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases thatconversation participants use to indicate understanding, agreement, doubt and other responses to what other participant is saying, without having to simultaneously plan a response.

4) Recognizing Script

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

5) Using Language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors

can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants language skill levels. Instructor can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can created an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom[26].

Base on the explanation above, the reseach will using daily explanation is strategi for developing speaking performance.

b. Principle of using picture series as media of teaching speaking performance

According to hayriye Kayi, principle of using picture series as media of teaching speaking performance they are[27] :

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[26] Nurhasan, *Teaching Speaking Procedure Text Using Pictures,* University Of Ibn Khaldun Bogor-Indonesia .2011
[27] Hayriye Kayi, *Teaching Speaking : Activities to Promote Speaking in a Second Language*, University of Nevada (Nevada, Usa).2001

a. Picture Narratin

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

b. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

c. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

The most stimulants come through eyes; therefore, visual aids, especially pictures, play an important role for everyone who is learning a language. These media are very appropriate to support the learning process. So it cannot be separated from them because

by missing it, the delivery of messages in the teaching-learning process will not perfectly be fulfilled.

Andrew Wright explain the Media which can be used to make the students learn more easily and the teacher teaches easily is the main part of the learning process. The media must be used in integrated way in teaching and learning and not only as ice breaker of teaching and learning. [28]stated that picture series are pictures, which show some action or event in chronological order. According to him, picture series can be used to depict a process how to make something.

c. **Procedure of Using Picture in Teaching Speaking**

Procedure of Using Picture in Teaching Speaking they are[29] :

a. Teaching Speaking performance using picture

Pictures are common thing in our daily life, they can be found everywhere. Pictures are able to give a lot of information as speaking performance, so they are a great help in teaching, particularly in teaching speaking performance. Picture is kind of pictures as visual aids. The pictures are able to give information about the instructions in speaking performance, though by looking at the pictures students are easier to tell the materials and the steps,

[28] Andrew Wright, *Pictures For Language Learning : Cambridge Handbooks for Language Tearchers* (Series Editor Penny Ur), Cambridge University Press, 1997, P.45
[29] Nurhasan, *Teaching Speaking ProcedureUsing Pictures,* University Of Ibn Khaldun Bogor-Indonesia .2013

and also pictures can develop students ideas in speaking performance.

The picture are drawn on a paper which tells a sequence of events, so they will lead speakers to develop their idea and speak the procedure orderly .Basically, there are three step in teaching speaking. They are reactivity, while activity and post activity. Each of steps has different activities in teaching.

b. Pre activity

Before teaching, the teacher do what we call pre activity. Teacher do apperception such as ask some questions related to the material and ask some questions related to the previous material. Then, the teachers give motivation in order that students have more motivation in studying

c. WhileActivity

The teachers explain everything about the speaking performance and give some examples about how to speaking performance by using pictures. The teacher give some pictures to the students as visual aids. Then, the students asked to speaking performance about how to make mushroom soup systematically by looking at pictures included.

d. Post activity

The teacher gives a conclusion about the aim and the advantages of speaking in daily life.

d. Steps of Using Picture in Teaching Speaking

Furthermore, the findings also revealed that the appropriate model of Incomplete Picture Series technique in teaching speaking consisted of the following steps: [30]

(1) Brainstorming by singing and giving questions to students related to what will be done,

(2) Telling students what is going to be done,

(3) Dividing students into groups; each group sits in circle

(4) Giving different incomplete picture series to each group,

(5) Assigning students to tell their teammates about the pictures in turns; students may make note before sharing what theysee in the pictures,

(6) Telling students to gather all information they get from other teammates; students may write the information

(7) Telling students to conclude the end of the story after they have already got all the information from the teammates,

(8) Telling students that the end of the story is free based on their imagination

(9) Assigning students to perform the story in front of the class individually one by one.

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[30]Nurhasan, *Teaching Speaking Procedure Text Using Pictures,* University Of Ibn Khaldun Bogor-Indonesia .2011s

With the findings, it can be inferred that Incomplete Picture Series technique has been proven to improve not only the students' speaking ability but also the students' involvement in the learning process, particularly in the speaking activities. Therefore, it is suggested that English teachers apply this technique as one of the alternatives that can be used in teaching speaking skill. Besides, it is also suggested to future researcher conduct a similar study by using Incomplete Picture Series technique on different settings and subjects to see whether or not this technique is also effective and applicable to be implemented in improving the students' speaking ability.

It can also be for another productive skill like writing. Since it is beneficial not only in improving the students' speaking ability but also the students' involvement in the learning process, it is advisable that this technique be used by students as their learning strategy to practice their speaking ability, and even more to practice their writing skill as well.

C. Action Hypothesis

Based on the theoretical review above the researcher formulate the hypothesis that by using picture series it can improve students speaking perfomance and learning activities at the among the seventh graders at MTs. N 1 East Lampung.

CHAPTER III

RESEARCH METHOD

A. Operational Definition of Variable

Oprational definition is specification of how you was define and measure the variable in your study.[31]Creswell stated that "A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied".[32]

Operational definition of variables is the definition based on the characteristics of things which is defined and can be observed. It is a concept which can be observed and measured.

In this research, there are two operational variables, as follows:

1. Independent Variable (Variable X)

Independent variable is a variable which functions to influence the other variable. The independent variable in this research is by using picture series. The researcher will know the variable X is success or not from the indicators of using picture series in learning class, such as: the students can understand the teacher's explanation about the material, the students can study in learning picture series, the students can be responsible for their own picture series and the students should know about the correct answer that the picture series

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[31]John W. Creswell, *Educational Research.,* P. 151
[32]John W.Creswell, *Research Design.,* P.49

decides. Independent variable of this research is picyure series which can help students to learn English. To know how far the improving student of speaking perfomance using picture series used oral test that is consist perfomance.

The indicators of the independent variable are: 1) the students can the explain about picture ,2) the students can repeat again explain picture series, 3) the students can story telling about picture series 4) the students can make simple sentencess. In addition, the writer collected the data by using a oral test that performance t. The using picture series can be said successful if the score of student speaking perfomance more than standard minimum 75.

2. Dependent Variable (Variable Y)

Dependent variable are those that depend on dependent variable, they are the outcome or the result of the infuence of independent variable. Other names of dependent variable criterion, outcome and effect variables.[33]

The dependent variable in this research is having good speaking Perfomance. The researcher will know the variable Y is success or not from the indicators of speaking perfomance as follows: 1) finding out the structure of the picture series, (2) speaking perfomance the main idea of the description picture series,(3) speaking perfomance the general and specific information of the picture series, and (4) good speaking perfomance by using picture series.

Dependent variable is variable that depend on the independent variable. It was the results of the influence of the independent variable. To know the skill of students in speaking performance the researcher used oral test to know how

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[33]John W. Creswel. *Research Design.*, P.50

far students comprehend about the material..The indicator of the speaking performance are:

a. The students can speak English well.

b. The students can make the conversation in pair by using good grammatical.

c. The students can perform their work in front of class

Dependent Variable (Y) of this research is speaking performance the measure of used oral test with scale of measurement 1-4.

Table 3:
Oral English Rating Scale Frame

No	Criteria	Rating Score	Comments
1.	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.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	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	Grammatical accuracy	4	Very few grammatical errors evident.
		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.
5	Interactional strategies (In this criterion, the term 'interactional strategies' means using strategies such as initiating the discussion, asking for clarification, expanding the topic, turn taking and concluding the discussion.)	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.[34]

B. Setting of the Study

The research is aimed to increase teaching and learning process, so the researcher uses the Classroom Action Research (CAR). According to Anne, "Action research is a part of a board movement that has been going on in education generally for some time. It is related to the ideas of 'reflective

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[34] Cyril J. Weir, *Language Testing and Validation An Evidence-based Approach*, (New York: Palgrave Macmillan , 2005). p. 196

practice' and 'the teacher as researcher'. AR involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts."[35] Furthermore, McNiff defines that "Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be."[36] It can be concluded that Classroom Action Research is the inquiry towards the problems faced in the learning activity by conducting an action and analyzing the action taken of the process and result of learning.

This research will be conducted in MTs Negri 1 Lampung Timur where is located at Jl. Ki Hajar Dewantara / Lembayung 38B. Banjarrejo Kec. Batanghari Lampung Timur. In this school, there are more than 49 teachers who teach several subjects. There are three departments in each grader. There are also any private dormitories for the school's students who want to be lived there.

C. Subject of the Study

The subject of this research is the seventh graders of MTs N 1 East Lampung. There are seventh classes of the seventh graders and the total of the students are 227. The researcher chooses 'VII E' class that consists of 32 students, because most of the students have no strong speaking perfomance. In this research, the researcher will collaborate with an English teacher, Mam Desi Handayanis, S.Pd.

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[35] Anne Burns, *Doing Action Researching English Language Teaching; A guide for Practitioners,* (New York: Rutledge 270 Madison Ave, 2010), p.2.

[36] Jean McNiff and Jack Whitehead, *Action Research: principles and practice,* (London and New York: Rutledge Flamer, 2002), p.16.

Table 4.

The subject of the research the students seventh E class of MTs. N 1 Eas Lampung

No	Class	Sex		Total
		Male	Female	
1	VII	17	15	32
Total		17	15	32

Scorce : data students of VII E

D. Classroom Action Research

1. The Definition of Classroom Action Research

Action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Those involved in action research generally want to solve some kind of day-to-day immediate problem, such as how to decrease absenteeism or incidents of vandalism among the students body, motivate apathetic students, figures out ways to use technology to improve the teaching or increase funding.

Classroom teachers, counselors, supervisors, and administrators can help provide some answer to these (and other) important question by engaging in action research. However, several teachers in different schools within the same district, for example, were to investigated the same question in their classroom, they would create a base of ideas that coul generalize to policy or practice.

Action research often does not required complete mastery of the major types of research. The steps involved in action research are actually pretty straightforward. The important thing to remember is that such studies are rooted in the interest and needs of practitioners.[37]

Based on the explanation above, the researcher conclude that action research is one of the way of research to increase or improve the teaching learning process. In action research there are four steps that have been apply in teaching.

2. **Action Plan**

As articulated earlier, the purpose of action research is to learn through action leading to personal or professional development. Kemmis and McTaggart maintain that action research involves a spiral of self-reflective spirals of:

Planning

acting and observing the process and consequences of the change,

reflecting on these processes and consequences and then replanning,

acting and observing

Reflecting

And so on……

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[37] Jack R. Fraenkel. *How to Design and Evaluate Research in Education*. McGraw- Hill Companies: New York, 1932. P. 589

Figure 1

The action research Spiral
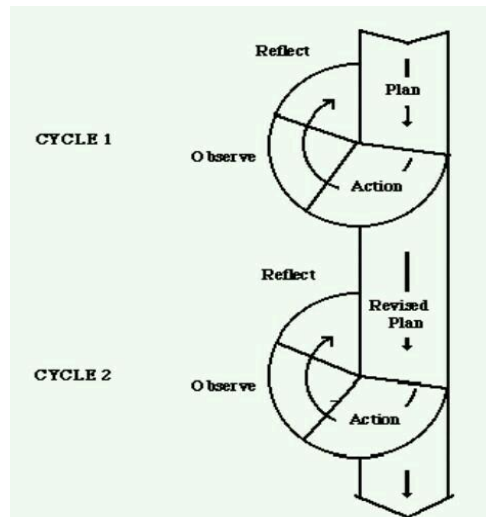
Figure 1.1 illustrates the spiral model by Kemmis and McTaggart[38]

From the design above, here is the explanation about procedures that will be conducted by the writer in classroom action research.

a. **Cycle I**

   1) **Planning**

   Planning is the first steps in each activity. Without planning, the activity that the writer does will not focus. Here is step that the researcher can make in planning :

   a) Preparing the material, source, and media of learning.

   b) Preparing the technique of the learning.

   c) Preparing the instrument of observation.

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[38] Koshy Valsa. *Action Research for Improving Practice*. Cronwell Press. 2005. P. 4

2) Acting

The second step in the action research is acting. It is the implementing of the planning. The general steps that will be done by the researcher as follows :

a) Pre Teaching Activities

   1) Praying and greeting the students.

   2) Checking the attendant list.

   3) Choosing the appropriate with the material going to be taught.

b) While Teaching Process

   1) The teacher applies the lesson plan.

   2) The teacher explains about what is monologue in speaking.

   3) The teacher gives an example about monologue by video.

   4) The teacher gives an evaluation.

c) Post Teaching Activities

   1) The teacher will asking and choosing the students' one by one to do a monologue in front of class.

   2) The teacher gives the score for students.

3) Observing

In this step the researcher observed the process of teaching learning by using observation format, and the outlines of observations in this step such as : student's ability in monologue, the teacher's participation in learning process, the teacher's guard the student's

performance, fluency in speaking, and student's error. The important things in teaching learning process are noted by observer.

4) Reflecting

Reflecting is the last step in this process. The researcher will be analyzed the observation result during teaching process, like weakness and strength from the action in this steps, the researcher use data from evaluation to make improvement for second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle and can be better from this cycle.

b. Cycle II

1) Planning

Planning is the first steps in each activity. Without planning, the activity that the writer does will not focus. Here is step that the researcher can make in planning :

a) The researcher will make a lesson plan based on the competence and the syllabus.

b) Preparing the material, source, and media of learning.

c) Preparing the technique of the learning.

d) Preparing the instrument of observation.

e) The researcher determining the instrument evaluation of the test (pre-test and post- test).

2) Acting

The second step in the action research is acting. It is the implementing of the planning. The general steps that will be done by the researcher as follows :

a) Pre Teaching Activities

1) Praying and greeting the students.

2) Checking the attendant list.

3) Choosing the appropriate with the material going to be taught.

b) While Teaching Process

1) The teacher applies the lesson plan.

2) The teacher explains about what is monologue in speaking and how to do the monologue, like steps of monologue and the advantages of monologue.

3) The teacher gives an example about monologue by video, and give the idea or topic for student's one by one.

4) The teacher gives an evaluation by the student performance in monologue speaking.

c) Post Teaching Activities

1) The teacher asking and giving the idea or topic to student's then, choose the students' one by one to do a monologue in front of class.

2) The teacher gives the score for students.

3) Observing

In this step, the researcher observed the process of teaching learning by using instrument of observation. The researcher conducting the activities in this step, such as: the students activities, students' monologue performance, fluency, pronunciation, vocabulary, and grammar when speaking in front of class and the meaningful learning strategy.

4) Reflecting

The researcher will correct and analyze the result of the action. By reflecting, the researcher know the weakness and strength of the action. In the step the researcher compared the score distribution of pre test and post test. The researcher reviews and reflect on the student's attitude whether it is positive and negative. So, the researcher could be stopped this research until cycle I.

E. Data Collecting Method

The task of data collection begins after a research problem has been defined and research design plan chalked out. [39]

The researcher used some method for collect the data as follow :

[39]C.R Khotari, *Research methodology.,P.95*

1. Test

According to Yogesh, in educational research achievment test are most commonly used.[40] The researcher used test as a data collection method to measure both of the variable. The resercher measures test of speaking performance by using pre-test and post-tesst.

The reseacher use oral test that is perfomance to measure improving student speaking performance. Furthermore, the oral used test to collect the data that consist of pre-test and post-test as data

a. Pre-Test

Pre-test is focused on assessing the level of a variable before application of the experimental intervention (or independent variable).[41] The resercher used pre – test to know the students ability when answer the question of speaking test in learning process.

b. Post-test

According to Geoffrey Marczyk post-test is conducted to assess the effectiveness of the independent variable.[42] The researcher used post-test after analyzing the weakness and strenght of the students in pre-test.

Before the students was given post-test, the teacher asks about their difficulties on answer the question of pre-test. After that, the teacher gave explanation and applied the peer tutoring method. Here,

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[40]Yogesh kumar singh, *New age Fundamental of Reaserch Methodology and Statistics*,(New Delhi:New Age International Publisher, 2006), P.209

[41]Geoffrey Marczyk, *Essential of research design and methodology*, (New Jersy:Hoboken,2005),P. 187

[42]Ibid., P. 187

students could help their friends to comperhand the material. If the teacher thinks the students more understand about the material, the teacher gave the post – test to know wheater there is influnce of method which is used.

2. Documentation

Documentation will help the user of the research to understand the boundaries of the evidence in term of any wider conclusion that can be drawn.[43] So, it can be concluded that documentation was note of information in the form of documentation.

The researcher used documentation as a data collecting method. The researcher used teacher's archieves and profile of the school to get data about the students, condition of the teacher and also about the organization structure.

Documentation as the method which is use to get information from written language or documents (for examples; books, magazine, rule, note, and others). The writerused this method to get the data about school history, the profile, the total of the students and teachers of MTs. N 1 East Lampung in academic year 2016/2017.

3. Observation

According to C.R Khotari, The observation method is the most commonly used method specially in studies relating to behavioural sciences. In a way we all observe things around us, but this sort of

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[43]Jane Ritchie and Jane Lewis, *Qualitative Research Practice*,(Wiltshire: Great Britian the Cromwell Press Ltd, 2003), P.278.

observation is not scientific observation.[44] So, the researcher concluded, observation is activity where something around us is observed. It can be, place, condition of students, etc.

The researcher used the observation as a data collecting method to know the conditions of the students in learning process.

Observation is a data collection tool that was done by observing and recording systematically investigated symptoms. This method is hoped that to get information about the learning process, the facilities of there and the other. By observation, the writer know the condition of English teaching and learning process in Mts. N 1 East Lampung in order to observed the problem that faced by the students in learning English.

F. Research Instrument

Creswell define instrument is a tool for measuring, obseving, or documenting, quantitative data.[45]Furthermore, The instrument of this research involves :

1. Instrument Blueprint

   This instrument involves Criteria of instrument that consist of :

   a. The instrument which would be used in observation guidance as follows:

      1) Observation about the location sketch of the MTs N 1 East Lampung in the academic year 2016/2017.

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[44] C.R Khotari, *Research methodology.,*P.96
[45]John W. Creswell*, Educational Research., P. 151*

2) Observation about the building of the MTs N 1 East Lampung in the academic year 2016/2017.

b. Instrument which would be used in documentation method is documentation guidance as follows:

1) Document about condition teachers and official employes the MTs N 1 East Lampung in the academic year 2016/2017.

2) Document about the quantity of the MTs. N 1 East Lapung in the academic year 2016/2017.

3) Document about the Organization Structure of the MTs. N 1 East Lampung in the academic year 2016/2017.

c. The instruments which would be used oral test which have analytic speaking criteria :

Table 5

Analytic Speaking Criteria

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.
Grammatical accuracy	4		Very few grammatical errors evident.
	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[46]

Based on explanation above, to measure of speaking performance, the researcher used oral test which have category above. The highest score is 100 and the lowest score is 50.

2. Instrument Calibration

Instrument calibration used to know the validity and reliability instrument degree.

d. Validity

Validity refers to the degree to which a test measures what it is supposed to measure and consequently permits appropriate

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[46] J. Weir, Cyril, *Language Testing and Validation: an Evidence based-Approach,* (New York: Palgrave Macmillan, 2005).P.195

interpretation of scores.[47] So, it can be concluded, Validity used to get accurate data which has good quality.

The researcher used content validity based on the syllabus and material of seventh grade of MTs N 1 East Lampung.

e. Reliability

Reliability is the degree to which a test consistently measures whatever it is measuring.[48] in other word, it can be said that it is a test that can be trusted. If the instrument reliable the result data will be trusted or reliable.

G. Data Analysis Technique

Data analysis is simple process of the data easy to be read and interpreted. In this research, the data will be gotten from the learning process in the form of students' activities and in the form of the test which is gotten from the pretest and posttest. In this research, the writer used very simple statistical formula for comparing the result of test in cycle 1 and cycle 2 as follows:

1. To count the average score using formula:

$$M_x = \frac{\sum x}{N}$$

Note:

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[47] Ibid, P. 160
[48] Ibid, P.164

M_X = Mean or Average Score

$\sum x$ = Total product output score with frequency

N = Number of cases.[49]

2. To count precentage using formula:

$$F_{relatif} = \frac{fi}{\sum f} \times 100\%$$

Note:

$F_{relatif}$: Learning mastery

fi : Total of the students' score

$\sum f$: Total of the students[50]

H. Indicator of Success

The research can be successful if the Indicator of success is $\geq 80\%$ of the students get the score at least 75 as the English minimum mastery criteria (KKM) in the post test. It means that picture series strategy in English learning is successful enhancing the speaking performance of the students of the seventh graders of MTs N 1 East Lampung and 70 % of student who aktive in learning proces.

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[49]Kumar. Yogesh Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006),p.286

[50] S. Kenneth Bordens, *Research Design And Methods*, (New York, 2008),p.230

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Location

a. Brief History of MTs N 1 East Lampung

MTs N 1 East Lampung located on st. Lembayung 38 B Banjarejo East Lampung. It was established on April 19, 1983. It had been let by the following principals.

Syaiful Parjono	1978-1980
Maijab, BA	1980-1988
Mulyadi	1988-1998
Drs. Kamaludin	1998-2004
Yahya Sulaiman	2004-2005
Drs. Mufasir	2005-2010
M. Nurdin, S.Ag	2010-2015
Hj. Lenny Darnisah, S.Pd, M.M	2015-now

b. The Building of MTs N 1 East Lampung

MTs N 1 East Lampung has following buildings: 18 classrooms,1 principal's room, 2 teacher's room, an administration staff's room, a mosque, a science laboratory, a computer laboratory, a language

laboratory, 4 bathrooms, 3 canteens, 1 cooperation room, an auditorium,

a ceremony yard and parking area.

c. The Condition of Teachers and Official Employees in MTs N 1 East

Lampung

Table 6
The Condition of Teachers and Official Employees in
MTs N 1 East Lampung

No	Name	Sex	Occupation
1	Hj. Lenny Danisah, S.Pd, M.M	Female	Principal
2	M. Ali S, A.Md	Male	Islamic Teacher
3	Dra. Hj.Sri Budi Utami	Famale	Arabic Teacher
4	Abdurrohim, Ba	Male	Arabic Teacher
5	Laili Masithoh, S.Pd.I	Female	Islamic Teacher
6	Dra. Chandrawati	Female	Mathematics Teacher
7	Dra. Rulia	Female	Counselor
8	SejoWinarno, Ba	Male	Indonesian Teacher
9	Abdul Rohman Ps, S.Ag	Male	Vice principal
10	Drs. Akhmad Zazuli	Male	Islamic Teacher
11	Dra. Wiwik Darwati	Female	Indonesian Teacher
12	Dra. Hj.Siti Tsaniyah	Female	Counselor
13	Fatmah, S.Ag	Female	Drum band Coach
14	Dra. Sri Hermawati	Female	Mathematics Teacher

15	Desi Handayani, S.Pd	Female	English Teacher
16	Eni Yunanti Utami, S.Pd	Female	Science Laboran
17	Mardliyati, S.Ps.I	Female	Art Teacher
18	Hj. Samsiah, S.Pd.I	Female	Islamic Teacher
19	Rosita, S.Ag	Female	Indonesian Teacher
20	Dra. Marliza	Female	Civic Teacher
21	Dra. Eka Marlita	Female	Civic Teacher
22	Ma'sum, S.Ag, M.Pd.I	Male	Vice Principal
23	Sukesih, S.Pd.I	Female	Science Teacher
24	Asih Subagyo, Ba	Male	Indonesian Laboran
25	Hj. Nasyiatun Budiarti, S.Ag	Female	Islamic Teacher
26	Taufik Hidayat, S.Pd., M.M	Male	Sport Teacher
27	Yuli Setyono, S.Pd	Male	Vice principal
28	Eko Susilo Hadi	Male	Sport Teacher
29	Masriyah, S.Ag	Female	Computer Laboran
30	Drs. Abdul Sukur	Male	Vice Principal
31	Muhammad Nurdin, S.Pd	Male	Science Principal
32	Magdalena, S.Pd	Female	English Teacher
33	Novi Diana Mandawasa, S.Ag	Female	English Teacher
34	Zaki Mubarok, S.ag., M.Pd.I	Male	Arabic Teacher
35	Lathifah Yan, S.Ag	Female	Science Teacher
36	Aswandi, S.Ag	Male	Social Teacher

37	Musyri'ah, S.Ag., M.Pd.I	Female	Islamic Teacher
38	Bara Sabarati, S.Psi., M.Pd.I	Female	Counselor
39	Siti Nurhayati, S.Pd. M.Pd.I	Female	Mathematics Teacher
40	Atik Setyawati, S.Si	Female	Computer Teacher
41	Drs. A. Fauzi	Male	Social Teacher
42	Baktiono, S.Sn	Male	Computer Teacher
43	Octi Humairoh	Female	Counselor
44	Prini Mardiyanti, S.Pd	Female	English Teacher
45	Endang Puji Lestari, S.Pd	Female	Social Teacher
46	Yusti Apriani, S.Pd	Female	English Teacher
47	Farida, S.Pd.I	Female	Mathematics Teacher
48	Budi Jamaluddin Fa'ri, St	Male	Computer Teacher
49	Putri Dwi Pravitasari,S.Pd.I	Female	Lampungnese Teacher
50	M. Ikhsan Nawawi, S.Ag	Male	Administration Staff
51	Tajuddin Muslih, S.E	Male	Lampungnese Teacher
52	Uzu Nuhir	Female	Administration Staff
53	Ema Dewi Arif	Female	Administration Staff
54	Rosada Niliyani, S.Ag	Female	Administration Staff

55	Abdul Hanan	Male	Security
56	Ponidi	Male	Administration Staff
57	M. Insan Jaya, S.Pd.I	Male	Administration Staff
58	Andika Irawan	Male	Administration Staff
59	Sarno	Male	Security

Source : Documentation of MTs N 1 East Lampung in the Academic Year 2016/2017 on Mei 15th.

d. The Quantity of The Students MTs N 1 East Lampung

The quantity of the students MTs N 1 East Lampung in academic year 2016/2017 can be identified as follows:

Table 7
The Condition of MTs N 1 East Lampung Student
in The Academic Year 2016/2017

Class	Sex		Amount
	Male	**Female**	
VII A	12	20	32
VII B	16	19	35
VII C	15	15	30
VII D	15	17	32
VII E	12	16	32
VII F	18	15	33
VII G	17	16	33
VIII A	17	18	35
VIII B	10	19	29

VIII C	**17**	**17**	**34**
VIII D	**17**	**19**	**36**
VIII E	**17**	**19**	**36**
VIII F	**15**	**18**	**33**
VIII G	**15**	**15**	**30**
IX A	**10**	**18**	**28**
IX B	**17**	**22**	**39**
IX C	**15**	**22**	**37**
IX D	**15**	**23**	**38**
IX E	**16**	**22**	**38**
IX F	**15**	**24**	**39**

Source: Documentation of MTs N 1 East Lampung in the Academic Year

2016/2017

e. Organization Structure of MTs N 1 East Lampung

The organization structure of MTs N 1 East Lampung in the Academic Year 2016/2017.

Figure 2
Organization Structure of MTs N 1 East Lampung in the Academic Year 2016/2017

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                    ┌─────────────────────┐
                    │   Kepala Sekolah    │
                    │  Hj. Lenny Damisah  │
                    │     S.Pd,M.M        │
                    └─────────────────────┘
                              │
                              │          ┌──────────────────┐
                              ├──────────│ Staf Administras │
                              │          └──────────────────┘
                              │
   ┌──────────┬───────────────┼────────────────┬──────────────┐
   ▼          ▼               │                ▼              ▼
┌─────────┐ ┌─────────┐   ┌────────────┐  ┌─────────────┐
│ Wakil   │ │ Wakil   │   │ Wakil      │  │ Wakil Ketua │
│ Ketua   │ │ Ketua   │   │ Ketua      │  │ Hubungan    │
│ Kurikulum│ │Kesiswaaan│  │ Sarana dan │  │ Sosial Ma'sum│
│ Yuli    │ │ Rahman Ps,│ │ Prasarana  │  │ S. Ag.M. Pd.I│
│ Setyono,│ │ S.Ag     │  │ Drs.Abdul  │  └─────────────┘
│ S.Pd    │ └─────────┘   │ Sukur      │
└─────────┘                └────────────┘
                              │
                          ┌───────┐
                          │ Guru  │
                          └───────┘
                              │
   ┌──────────┐          ┌───────┐          ┌───────────┐
   │ TU dan   │◄─────────│ Siswa │─────────►│ Wali Kelas│
   │ Konseling│          └───────┘          └───────────┘
   └──────────┘                                   │
        │                                         ▼
        ▼                                    ┌───────┐
   ┌───────┐                                 │ Siswa │
   │ Siswa │                                 └───────┘
   └───────┘
```
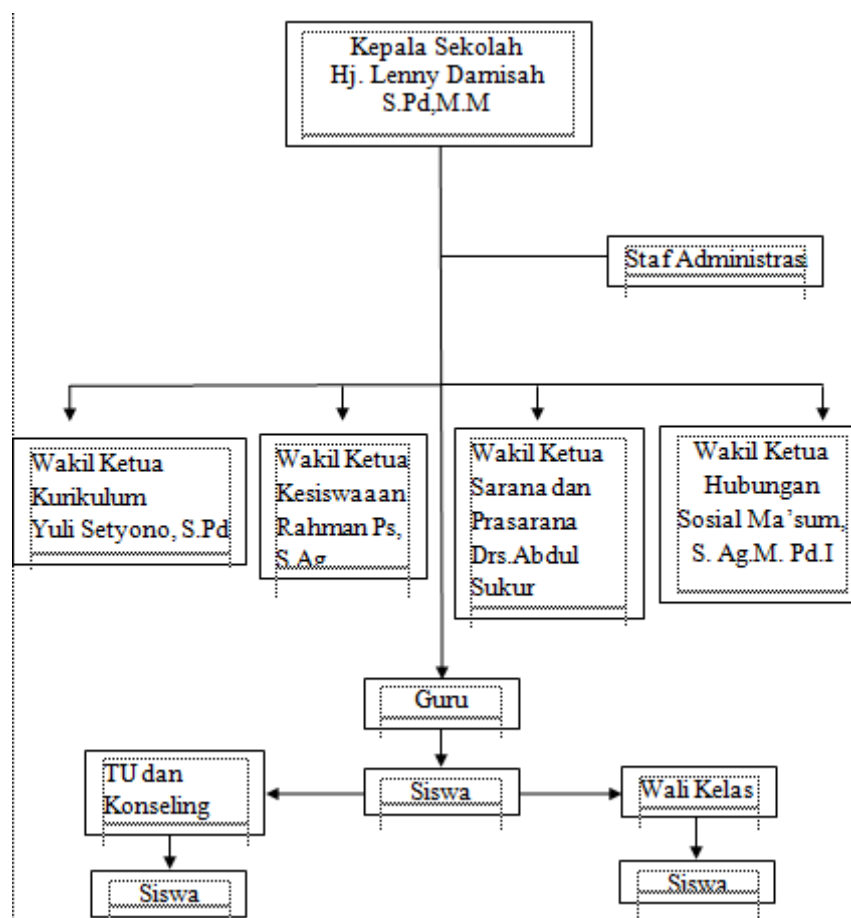
Source: Documentation of Organization Structure of MTs N Lampung Timur in the Academic Year 2016/2017

f. Location Sketch of MTs N 1 East Lampung

The Location Sketch of MTs N 1 East Lampung identified as follow:

Figure 3
Location Sketch of MTs N 1 East Lampung

| Masjid | R. Bk &Uks | R. Guru | R. Guru | VIII E | | Kope rasi | IXB | IX C | IX D |

Lab. kom									IX E
						VII D			IX F
					Aula	VIII C	VII F		
							VII G		
Lab Bhs						VIII B			Per pus tak aan
R. TU									
Kantor Kepala Sekolah	XI A	VIII A	VII A	VII B		VII C	VII D	VII E	Lab IPA
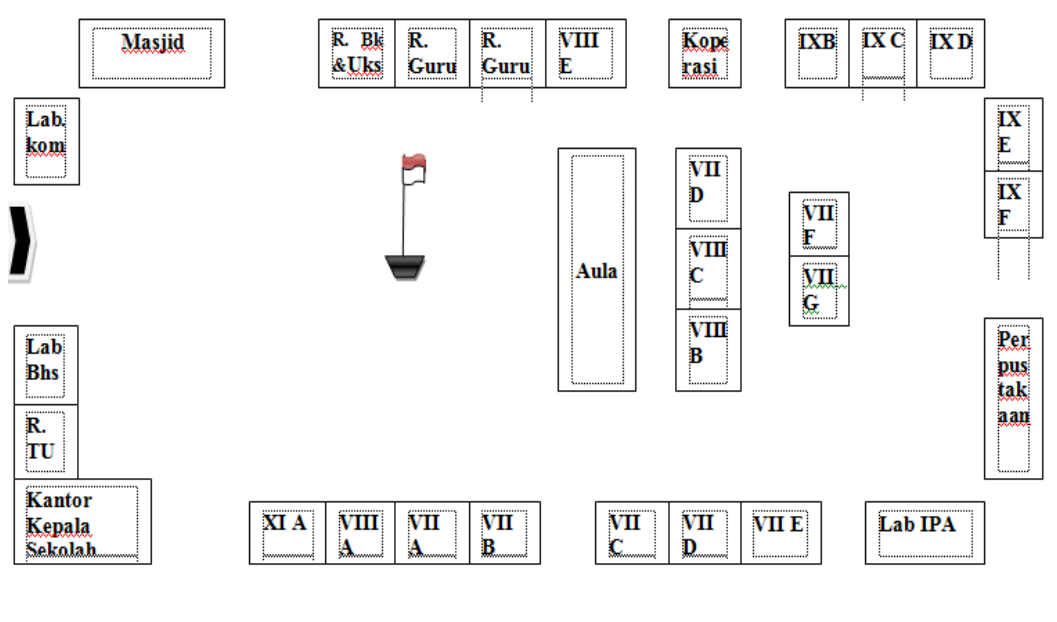
Source: Documentation of Location sketch of MTs N 1 East Lampung in the Academic Year 2016/2017

B. The Description of Research Data

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in MTs N 1 East Lampung, previously the researcher done the pre test first. Action in cycle 1 was conducted about two meeting and cycle 2 was conducted about two meeting, in each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised planning, action, observation and reflection.

1. **Action and Learning at Pre-Test**

In this research before the process of cycle one, the researcher conducted the pre-test on May 15rd 2017. The result of the students' mark could be seen on the table as follow:

Table 8
The Students' Pre-test Result of Speaking Performance

No	Name	Score	Note
1	Adelia Mahardika Saputri	75	Complete
2	Adenta Dwi Putra	65	Incomplete
3	Aditia Anandra	66	Incomplete
4	Aida Khairun Nisa	65	Incomplete
5	Ajeng Ayu Syafitri	75	Complete
6	Alfakamal Abdul Sani	64	Incomplete
7	Alfin Ronatha Ismail	62	Incomplete
8	Andri Juniansyah	68	Incomplete
9	Annisa Amalia Rahman	78	Incomplete
10	Ayunda Anis Pratiwi	64	Incomplete
11	Bintang L. A.	75	Complete
12	Desti Yanan Novita Sari	65	Incomplete
13	Esa Nurahmah	75	Complete
14	Faisal Hafid	57	Incomplete
15	Farikhul Hidayat	50	Incomplete
16	Fazria Nur Afifah	70	Incomplete
17	Hibatullah Afnan	60	Incomplete
18	Muhammad Aziz Afandi	60	Incomplete
19	Muhammad Rafi	75	Complete
20	Nur Fiyah	60	Incomplete
21	Nur Salsabila Aprilia	65	Comptete
22	Putri Nabila	65	Incomplete
23	Raid Hidayatullah	60	Incomplete

24	Rajib Apriad	60	Incomplete
25	Revi Febrian Pratama	67	Incomplete
26	Reza Bagus Prasatya	60	Incomplete
27	Ridho Alfatan Ardyansyah	68	Incomplete
28	Riska Mustika	68	Incomplete
29	Satrio Dimas Pramono	55	Incomplete
30	Yogi Hasbi Assidiq	75	Complete
31	Yohana Putri	65	Incomplete
32	Zena Chtrine	68	Incomplete
	Total	2046	
	Average	63,90	
	High Score	75	
	Low Score	50	

Source: The result of Pre-test on May 15[rd] 2017

Table 9

Percentage Students' Mark of Pre-test of Speaking Performance

No	Interval	Frequency	Percentage	Category
1	71-75	6	18,75%	High
2	66-70	8	25%	Average
3	61-65	10	31,25%	Average
4	56-60	6	18,75%	Low
5	50-55	2	6,25%	Low
	Total	32	100%	

Source: The result of Pre-test on May 15[rd] 2017

Based on table above, it can be seen just only 6 students get high mark and 26 students get low mark. while standard minimum for English lesson in MTs. N 1 East Lampung is least 75. So the researcher choose speaking performance using picture series in MTs N 1 Eas Lampung.

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4. **Cycle I**

   a. Identification of the problem

   Based on the teacher's experience and the result of speaking performance test in MTs. N 1 East Lampung, the researcher concluded that the problem faced by the students as follow: Many students still could not confident about speaking performance and how to speak it well.

   b. Alternative of the Problem.

   1) The teacher explained how to speak well, include pronunciation, fluency and vocabulary.

   2) The teacher should apply speaking performance using picture series.

   Based on the cases above, the researcher use picture series as the problem solution.

   a. Planning

   In this planning the researcher and the collaborator planned to give material about speaking. The researcher and the collaborator prepared several things related to method and learning process such as: prepared the lesson, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle I, prepared the methde use picture series made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning

activities, and the researcher planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

b. Acting

The action in cycle I consisted of 2 meeting. The first meeting was used to pre-test. The second meeting was used to give treatment and the third meeting was used to give post test 1.

The explanation of every meeting will be explained bellows:

1) The First Meeting

The first meeting was conducted on May 15th 2017 for 2x45 minutes. This meeting was used as the pre-test before the students were given action. The collaborator opened the class by greeting, praying and asking the students' condition. And then, for 70 minutes gave pre-test to the students. The kind of test was speaking test.

2) The Second Meeting

The second meeting was used as the implementation the action in cycle I. The second meeting was conducted on May 17th 2017 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendance list and asking the students condition. The researcher wrote topic of expression of gratitude, expression of asking and giving help and expression of agreement. Next, the researcher explained the material about that

expressions. After that, the researcher asked the students what was their interested topic about that expressions. The researcher ask the students to make a dialogue and performed in front of class speaking performance by using picture series. In this stage, the condition of the class was not effective because still there are many students who were noisy, students were less active in teaching and learning process. In the end of meeting, the teacher conclude the material. And then, the researcher greets to closing the meeting.

3) The Third Meeting

The third meeting was conducted on May 18th 2017 for 2x45 minutes. This meeting used post-test 1 after the students given action. The meeting started by praying, greeting, checking the attendance list, and asking the students condition. Then the researcher gave post-test to the students. The researcher ask the students to make a dialogue about that expressions. After that, the student must performace in front of class.

In the post-test 1, only 6 students' got good mark, but 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 follow:

Table 10
The Students' Post-test 1 Result of Speaking Performance in Cycle I

No	Name	Mark	Note
1	Adelia Mahardika Saputri	80	Complete
2	Adenta Dwi Putra	65	Incomplete
3	Aditia Anandra	70	Incomplete
4	Aida Khairun Nisa	76	Complete
5	Ajeng Ayu Syafitri	78	Complete
6	Alfakamal Abdul Sani	64	Incomplete
7	Alfin Ronatha Ismail	62	Incomplete
8	Andri Juniansyah	60	Incomplete
9	Annisa Amalia Rahman	78	Complete
10	Ayunda Anis Pratiwi	80	Complete
11	Bintang L. A.	80	Complete
12	Desti Yanan Novita Sari	75	Incomplete
13	Esa Nurahmah	80	Complete
14	Faisal Hafid	78	Complete
15	Farikhul Hidayat	65	Incomplete
16	Fazria Nur Afifah	78	Complete
17	Hibatullah Afnan	76	Complete
18	Muhammad Aziz Afandi	60	Incomplete
19	Muhammad Rafi	76	Complete
20	Nur Fiyah	72	Incomplete
21	Nur Salsabila Aprilia	75	Incomptete
22	Putri Nabila	80	Complete
23	Raid Hidayatullah	78	Complete
24	Rajib Apriad	70	Incomplete
25	Revi Febrian Pratama	78	Complete
26	Reza Bagus Prasatya	65	Incomplete
27	Ridho Alfatan Ardyansyah	65	Incomplete
28	Riska Mustika	80	Complete

29	Satrio Dimas Pramono	75	Incomplete
30	Yogi Hasbi Assidiq	78	Complete
31	Yohana Putri	78	Complete
32	Zena Chtrine	76	Complete
Total		2351	
Average		73,46	
High Score		84	
Low Score		65	

Source: The result of Post-test1 on May 15[th] 2017

Table 11

Percentage Students' Mark of Post-test of Speaking Performance

No	Interval	Frequency	Percentage	Category
1	76-85	18	56,25%	High
2	56-75	14	43,75%	Average
3	46-55	-	-	Low
Total		32	100%	

Source: The result of Post-test1 on May 15[th] 2017

Based on the data above, it can be seen that 18 students' got high mark and 14 students' got average mark. It was higher than the result of pre-test. The criterion of students' who got minimum mark 75. Learning process is said success, when 75% got mark above 75. The fact showed that the result was unsatisfactory.

c. Observing

The researcher conducted 2 meeting in cycle I. The researcher gave material about expression of gratitude, expression of agreement, and expression of asking and giving help. The students make dialogue from

that materials and speaking performance use picture series in front of class. Some students can active to join discussion but also there are some students didn't active and made condition of the class be noise. Here the result observation sheet of students' activity.

Table 12
The Students' Activities Result in Cycle I

No	Name	Firts Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	Adelia M. Saputri	3	60%	4	80%	Improve
2	Adenta Dwi Putra	2	40%	3	60%	Improve
3	Aditia Anandra	2	40%	3	60%	Improve
4	Aida K. Nisa	2	40%	3	60%	Improve
5	Ajeng Ayu S.	3	60%	4	80%	Improve
6	Alfakamal A. S.	2	40%	3	60%	Improve
7	Alfin Ronatha I.	2	40%	2	40%	Constant
8	Andri Juniansyah	2	40%	3	60%	Improve
9	Annisa A. R.	2	40%	3	60%	Improve
10	Ayunda Anis P.	1	20%	2	40%	Improve
11	Bintang L. A.	3	60%	4	80%	Improve
12	Desti Yohna N. S.	1	20%	2	40%	Improve
13	Esa Nurahmah	2	40%	3	60%	Improve
14	Faisal Hafid	1	20%	2	40%	Improve
15	Farikhul Hidayat	1	20%	2	40%	Improve
16	Fazria Nur Afifah	2	40%	3	60%	Improve
17	Hibatullah Afnan	2	40%	3	60%	Improve
18	M. Aziz Afandi	2	40%	2	40%	Constant
19	Muhammad Rafi	2	40%	3	60%	Improve
20	Nur Fiyah	1	20%	3	60%	Improve
21	Nur Salsabila A.	2	40%	2	40%	Improve
22	Putri Nabila	3	40%	3	60%	Improve
23	Raid Hidayatullah	1	20%	3	60%	Improve
24	Rajib Apriad	2	40%	2	40%	Constant
25	Revi Febrian P.	1	20%	3	60%	Improve
26	Reza Bagus P.	2	40%	2	40%	Constant
27	Ridho A. A.	2	40%	3	60%	Improve
28	Riska Mustika	2	40%	3	60%	Improve
29	Satrio Dimas P.	2	40%	2	40%	Constant
30	Yogi Hasbi A.	2	40%	3	60%	Improve
31	Yohana Putri	2	40%	3	60%	Improve
32	Zena Chtrine	2	40%	3	60%	Improve

Source: the result of students activities on May 15-17th 2017

Note :　　　≤50% : Not Active

　　　　　　≥50% : Actives

The students Mark Criteria:

1. The students' attention of explanation from the teacher

2. Answer the question from teacher or other students

3. Giving attention to the teachers' explanation

4. Making note from the material

5. Doing the task

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

Table 13
Frequency of Students' Activities Result in Cycle I

No	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	-	-	3	9,37%	Very Good
3	3	3	9,37	19	59,37%	Good
4	2	22	68,75%	10	31,25	Enough
5	1	7	21,87%	-	-	Low
Total		32	100%	32	100%	

Source: the result of students activities on May 15-17th 2017

According to the result of observation above, it can be concluded that the learning process is sufficient. although there are some of students mading noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 9,37% of positive activity in learning process, and 9,37% enough active in the class. Therefore the second meeting the students more active than first meeting. It can be seen that more than 50% from all class was active in the learning process.

d. Reflecting

From the result of cycle I, it showed that there was an improv of the result at pre-test and post-test 1. The students was interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material and made the class noisy.

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

1) The researcher should manage class well

2) The researcher asks students to focus on study and not make a noises

3) Teacher should motivate students to be more active in the class

Table 14
The Result Mark of Students' Pre-test and Post-test 1

No	Name	Students' Result			Category
		Pre-test	Post-test	Increase	
1	Adelia M. Saputri	75	80	5	Improve
2	Adenta Dwi Putra	65	65	0	Constant
3	Aditia Anandra	66	70	4	Improve
4	Aida Khairun Nisa	65	76	11	Improve
5	Ajeng Ayu Syafitri	75	78	3	Improve
6	Alfakamal Abdul Sani	64	64	0	Constant
7	Alfin Ronatha Ismail	62	62	0	Constant
8	Andri Juniansyah	68	60	-8	Decreased
9	Annisa A. Rahman	78	78	0	Constant
10	Ayunda Anis Pratiwi	64	80	16	Improve
11	Bintang L. A.	75	80	5	Improve
12	Desti Yanan N. S.	65	75	10	Improve
13	Esa Nurahmah	75	80	5	Improve
14	Faisal Hafid	57	78	21	Improve
15	Farikhul Hidayat	50	65	15	Improve
16	Fazria Nur Afifah	70	78	8	Improve
17	Hibatullah Afnan	60	76	16	Improve
18	Muhammad Aziz A.	60	60	0	Constant
19	Muhammad Rafi	75	76	1	Improve
20	Nur Fiyah	60	72	12	Improve
21	Nur Salsabila Aprilia	65	75	10	Improve
22	Putri Nabila	65	80	15	Improve
23	Raid Hidayatullah	60	78	18	Improve
24	Rajib Apriad	60	70	10	Improve
25	Revi Febrian Pratama	67	78	11	Improve
26	Reza Bagus Prasatya	60	65	5	Improve
27	Ridho Alfatan A.	68	65	-3	Decreased
28	Riska Mustika	68	80	12	Improve
28	Satrio Dimas P.	55	75	20	Improve
30	Yogi Hasbi Assidiq	75	78	3	Improve
31	Yohana Putri	65	78	13	Improve
32	Zena Chtrine	68	76	8	Improve
	Total	2046	2351		
	Average	63,90	73,46		

Source: The result of pre test and post test 1

Graphic 1
The Average of the Students' Mark on Pre-test and Post test 1
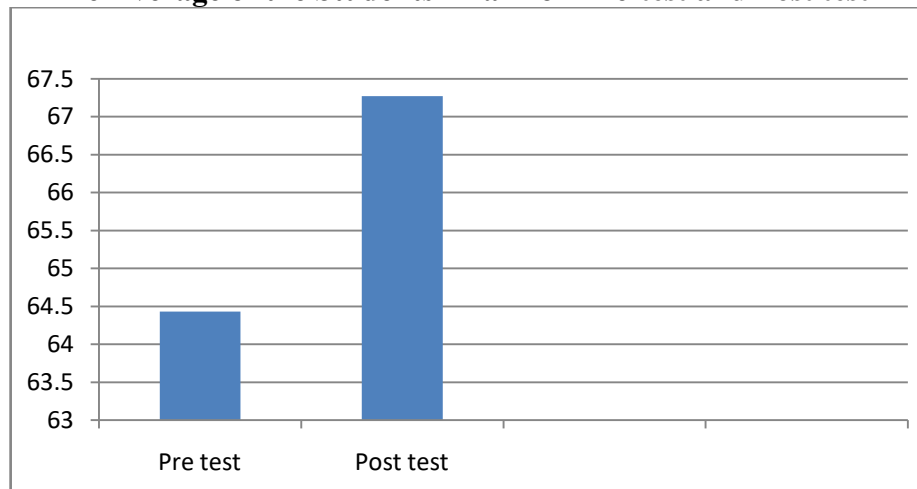
Source: The result of pre-test and post test 1

Based on the table and graphic above, it showed that there was an improving between pre-test and post-test 1. But, learning process is said success, when 75% got mark above and it is mean that indicator of success was not achieved yet. So, the research was continued to cycle II.

5. **Cycle II**

Cycle II are similar to cycle I, it is divided into planning, acting, observing and reflecting. It is explain more detail as follow:

a. Planning

In this step, the researcher and collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle I, the researcher and collaborator concluded that the problems are some students are not confident. They difficult to express their idea, the students afraid if they make a mistake. Therefore, the researcher and collaborator tried to revise

the several problems that appeared in cycle I and arranged lesson plan for continuing to cycle II.

b. Acting

  1) The First Meeting

      The meeting conducted on May 15^{th} 2017. For the first, the researcher is opened the meeting by greeting, asked students to prayed together, checking students' attendance and then the researcher try to talk with the students in simple conversation. After that the researcher announced the result of speaking mark at last meeting. The researcher told that the students should be more active in learning process. Then the researchers reviewed the last material about (expression of gratitude, expression agreement, and expression of asking and giving help) and performed it. When the researcher explained, the students more active join the learning process and also they pay attention to the explanation.

      During the discussion, the collaborator observed the students' cooperative and activeness in discuss the material. The condition of the class is more controlled than last meeting. The students gave their performance in speaking. After finished the discussion, the researcher closed the meeting because time is over. The researcher asked the students to present their result on the next meeting.

2) The Second Meeting

The researcher began the meeting by greeting, asked the students to pray together, checking students' attendance list, and asking the students' condition. After that the researcher asked the students to present their result from the discussion last meeting as evaluated for post test 2 in cycle II one by one. When one of the student presented the result, other students focus on the student who presented in front of the class. They become more active than before. The researcher helped students if they faced a problem.

Table 15
The Students' Mark of Speaking Performance Post-test in Cycle II

No	Name	Mark	Note
1	Adelia Mahardika Saputri	90	Pass
2	Adenta Dwi Putra	88	Pass
3	Aditia Anandra	87	Pass
4	Aida Khairun Nisa	87	Pass
5	Ajeng Ayu Syafitri	91	Pass
6	Alfakamal Abdul Sani	83	Pass
7	Alfin Ronatha Ismail	86	Pass
8	Andri Juniansyah	87	Pass
9	Annisa Amalia Rahman	90	Pass
10	Ayunda Anis Pratiwi	87	Pass
11	Bintang L. A.	90	Pass
12	Desti Yanan Novita Sari	87	Pass
13	Esa Nurahmah	84	Pass
14	Faisal Hafid	90	Pass
15	Farikhul Hidayat	83	Pass
16	Fazria Nur Afifah	85	Pass
17	Hibatullah Afnan	84	Pass
18	Muhammad Aziz Afandi	85	Pass
19	Muhammad Rafi	88	Pass
20	Nur Fiyah	89	Pass
21	Nur Salsabila Aprilia	89	Pass
22	Putri Nabila	86	Pass

23	Raid Hidayatullah	85	Pass
24	Rajib Apriad	87	Pass
25	Revi Febrian Pratama	87	Pass
26	Reza Bagus Prasatya	86	Pass
27	Ridho Alfatan Ardyansyah	88	Pass
28	Riska Mustika	89	Pass
29	Satrio Dimas Pramono	86	Pass
30	Yogi Hasbi Assidiq	85	Pass
31	Yohana Putri	90	Pass
32	Zena Chtrine	88	Pass
Total		2787	
Average		87,09	
High Score		91	
Low Score		83	

Source: The result of Pre-test on May 17th 2017

Table 16

Percentage Students' Mark of Pos-test in Cycle II

No	Interval	Frequency	Percentage	Category
1	88-91	13	40,62%	High
2	83-87	19	59,37%	Average
	Total	32	100%	

Source: The result of Pre-test on May 17rd 2017

The table above is the result of students' mark at post test 2. It can be seen that there was an increasing from the mark of post test 1 and post test 2. The lowest mark was 83 and the highest mark was 91 and the average mark was 87. The average on post test 1 74. Its mean that there was increasing 13 mark from post test 1 and the post test 2.

c. Observation

The observation was done by the researcher that presented about two meeting in cycle II. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:

1. The Students' Activities Result in Cycle II

Table 17
The Students' Activities Result In Cycle II

No	Name	First Meeting		Second Meeting		Category
		At	Percentages	Act	Percentages	
1	Adelia M. Saputri	4	80%	5	100%	Improve
2	Adenta Dwi Putra	4	80%	5	100%	Improve
3	Aditia Anandra	4	60%	4	80%	Improve
4	Aida Khairun Nisa	4	80%	5	100%	Improve
5	Ajeng Ayu S.	3	60%	4	80%	Improve
6	Alfakamal A. Sani	4	80%	5	100%	Improve
7	Alfin R. Ismail	4	80%	5	100%	Improve
8	Andri Juniansyah	4	80%	5	100%	Improve
9	Annisa A. R.	4	80%	5	100%	Improve
10	Ayunda Anis P.	3	60%	4	80%	Improve
11	Bintang L. A.	4	80%	5	100%	Improve
12	Desti Yanan N. S.	3	60%	4	80%	Improve
13	Esa Nurahmah	3	60%	4	80%	Improve
14	Faisal Hafid	3	60%	4	80%	Improve
15	Farikhul Hidayat	3	60%	4	80%	Improve
16	Fazria Nur Afifah	4	80%	5	100%	Improve
17	Hibatullah Afnan	4	80%	5	100%	Improve
18	Muhamad A. Af.	4	80%	5	100%	Improve
19	Muhammad Rafi	3	60%	4	80%	Improve
20	Nur Fiyah	4	80%	5	100%	Improve
21	Nur S. Aprilia	3	60%	4	80%	Improve
22	Putri Nabila	4	80%	5	100%	Improve
23	Raid Hidayatullah	4	80%	5	100%	Improve
24	Rajib Apriad	3	60%	4	80%	Improve
25	Revi Febrian P.	4	80%	5	100%	Improve
26	Reza Bagus P.	3	60%	4	80%	Improve
27	Ridho Alfatan A.	3	60%	5	100%	Improve
28	Riska Mustika	4	80%	5	100%	Improve
29	Satrio Dimas P.	3	60%	4	80%	Improve
30	Yogi Hasbi A.	4	80%	5	100%	Improve
31	Yohana Putri	4	80%	5	100%	Improve
3	Zena Chtrine	4	80%	5	100%	Improve

Source: the result of students activities on May 15[th] -17[th] 2017

Note : ≤50% : Not Active

≥50% : Active

The students Mark Criteria:

1. The students' attention of explanation from the teacher

2. Answer the question from teacher or other students

3. Giving attention to the teachers' explanation

4. Making note from the material

5. Doing the task

   Scoring:

   Mark 1, with percentage 20% = low

   Mark 2, with percentage 40% = enough

   Mark 3, with percentage 60% = good

   Mark 4, with percentage 80% = very good

   Mark 5, with percentage 100% = excellent

Table 18

Frequency of Students' Activities Result In Cycle II

No	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	20	62,5%	Excellent
2	4	3	9,37%	12	37,5%	Very Good
3	3	19	59,37%	-	-	Good
4	2	10		-	-	Enough
5	1	-	31,25%	-	-	Low
Total		32	100%	32	100%	

Source: the result of students activities on May 115[th] -17[th] 2017

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

2. The Result of Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

Table 19
The Result of The Activity in Cycle I & II

No	Name	Cycle I		Cycle II		Category
		1st Meeting	2nd Meeting	3rd Meeting	4th Meeting	
1	Adelia M. S.	3	4	4	5	Improve
2	Adenta Dwi P.	2	3	4	5	Improve
3	Aditia Anandra	2	3	4	4	Improve
4	Aida K. Nisa	2	3	4	5	Improve
5	Ajeng Ayu S.	3	4	3	4	Improve
6	Alfakamal A. S.	2	3	4	5	Improve
7	Alfin R. Ismail	2	2	4	5	Improve
8	Andri J.	2	3	4	5	Improve
9	Annisa A. R.	2	3	4	5	Improve
10	Ayunda Anis P.	1	2	3	4	Improve
11	Bintang L. A.	3	4	4	5	Improve
12	Desti Y. N.S.	1	2	3	4	Improve
13	Esa Nurahmah	2	3	3	4	Improve
14	Faisal Hafid	1	2	3	4	Improve
16	Fazria Nur A.	2	3	4	5	Improve
17	Hibatullah A.	2	3	4	5	Improve
18	M. Aziz Afandi	2	2	4	5	Improve
19	M. Rafi	2	3	3	4	Improve
20	Nur Fiyah	1	3	4	5	Improve
21	Nur Salsbila A.	2	2	3	4	Improve
22	Putri Nabila	3	3	4	5	Improve
23	Raid Hidayat	1	3	4	5	Improve
24	Rajib Apriad	2	2	3	4	Improve
25	Revi F. Pratama	1	3	4	5	Improve
26	Reza Bagus P.	2	2	3	4	Improve
27	Ridho A. A.	2	3	3	5	Improve
28	Riska Mustika	2	3	4	5	Improve
29	Satrio D. P.	2	2	3	4	Improve
30	Yogi Hasbi A.	2	3	4	5	Improve
31	Yohana Putri	2	3	4	5	Improve
32	Zena Chtrine	2	3	4	5	Improve

Total	61	89	116	148	
Average	1,9	2,7	3,6	4,6	

Source: The result of students' activities in cycle I and II.

Graphic 2
The Comparison of Percentage Students' Activity in Cycle I and Cycle II
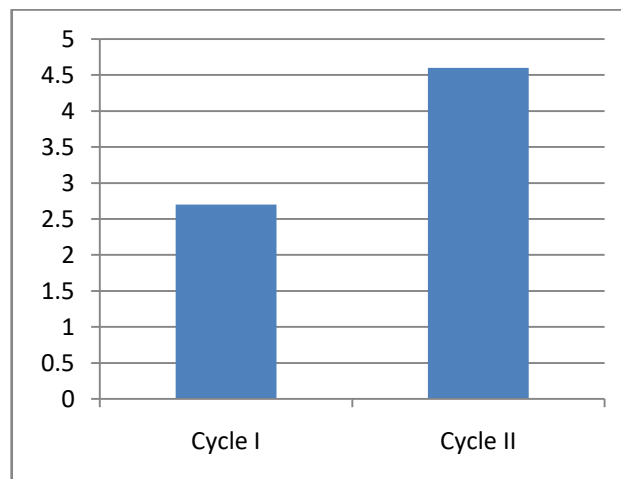
Based on the table and graphic above, it could be concluded that there is an increasing of students' activities during the learning process of cycle I and cycle II trough using picture series. It means that picture series has positive effect ti increase the teaching learning process.

d. Reflecting

The result of cycle II is better than cycle I. There was significant increasing in this cycle. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during discussion occured.

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

Table 20
The Result Mark of Students' Post-test 1 and Post-test 2

No	Name	Students' Result			Category
		Post test 1	Post test 2	Increase	
1	Adelia M. Saputri	80	90	10	Improve
2	Adenta Dwi Putra	65	88	23	Improve
3	Aditia Anandra	70	87	17	Improve
4	Aida Khairun Nisa	76	87	11	Improve
5	Ajeng Ayu Syafitri	78	91	13	Improve
6	Alfakamal A. Sani	64	83	19	Improve
7	Alfin Ronatha Ismail	62	86	24	Improve
8	Andri Juniansyah	60	87	27	Improve
9	Annisa Amalia R.	78	90	12	Improve
10	Ayunda Anis Pratiwi	80	87	7	Improve
11	Bintang L. A.	80	90	10	Improve
12	Desti Yanan N. S.	75	87	12	Improve
13	Esa Nurahmah	80	84	4	Improve
14	Faisal Hafid	78	90	12	Improve
15	Farikhul Hidayat	65	83	18	Improve
16	Fazria Nur Afifah	78	85	7	Improve
17	Hibatullah Afnan	76	84	8	Improve
18	Muhammad A.f.	60	85	25	Improve
19	Muhammad Rafi	76	88	12	Improve
20	Nur Fiyah	72	89	17	Improve
21	Nur Salsabila Aprilia	75	89	14	Improve
22	Putri Nabila	80	86	6	Improve
23	Raid Hidayatullah	78	85	7	Improve
24	Rajib Apriad	70	87	17	Improve
25	Revi Febrian P.	78	87	9	Improve
26	Reza Bagus Prasatya	65	86	21	Improve
27	Ridho Alfatan A.	65	88	23	Improve
28	Riska Mustika	80	89	9	Improve
29	Satrio Dimas P.	75	86	11	Improve
30	Yogi Hasbi Assidiq	78	85	7	Improve
31	Yohana Putri	78	90	12	Improve
32	Zena Chtrine	76	88	12	Improve
Total		2351	2787		
Average		73,46	86,78		

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

Graphic 3
The Average of Students' Mark on Post-test I and Post-test II
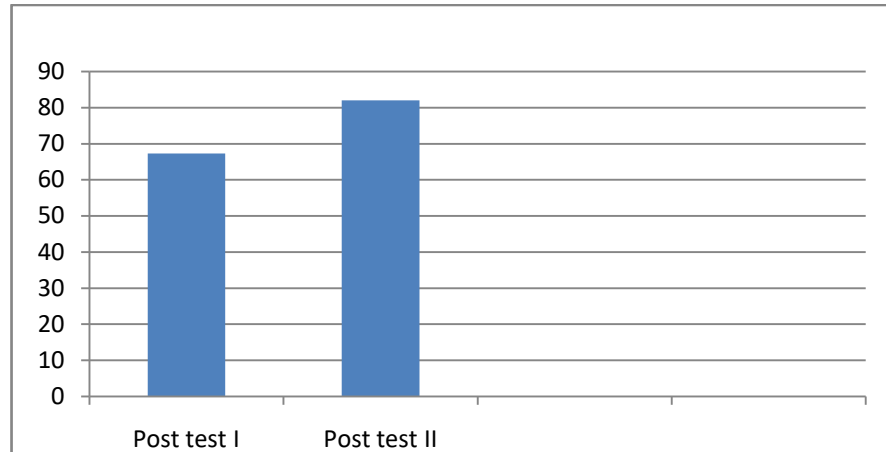
Source:The result of post test I and post test II

2. The Result of Students' Mark Pre-test, Pos test I and Post test II

Never Thales, there is an improve mark of the students' post test I than pre-test. At the cycle II, the improve of post test II better than post test I. This is the illusion mark of them.

Table 21
The Result Mark 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	Adelia M. Saputri	75	80	90	Improve
2	Adenta Dwi Putra	65	65	88	Improve
3	Aditia Anandra	66	70	87	Improve
4	Aida K. Nisa	65	76	87	Improve
5	Ajeng Ayu S.	75	78	91	Improve
6	Alfakamal A. S.	64	64	83	Improve
7	Alfin Ronatha I.	62	62	86	Improve
8	Andri Juniansyah	68	60	87	Improve
9	Anisa A. Rahman	78	78	90	Improve
10	Ayunda Anis P.	64	80	87	Improve
11	Bintang L. A.	75	80	90	Improve
12	Desti Yanan N. S.	65	75	87	Improve
13	Esa Nurahmah	75	80	84	Improve
14	Faisal Hafid	57	78	90	Improve
15	Farikhul Hidayat	50	65	83	Improve
16	Fazria Nur Afifah	70	78	85	Improve
17	Hibatullah Afnan	60	76	84	Improve
18	M. Aziz Afandi	60	60	85	Improve
19	Muhammad Rafi	75	76	88	Improve
20	Nur Fiyah	60	72	89	Improve
21	Nur S. Aprilia	65	75	89	Improve
22	Putri Nabila	65	80	86	Improve
23	Raid Hidayatullah	60	78	85	Improve
24	Rajib Apriad	60	70	87	Improve
25	Revi Febrian P.	67	78	87	Improve
26	Reza Bagus P.	60	65	86	Improve
27	Ridho Alfatan A.	68	65	88	Improve
28	Riska Mustika	68	80	89	Improve
29	Satrio Dimas P.	55	75	86	Improve
30	Yogi Hasbi A.	75	78	85	Improve
31	Yohana Putri	65	78	90	Improve
32	Zena Chtrine	68	76	88	Improve
Total		2046	2351	2787	
Average		63,90	73,46	87,09	

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

Graphic 4
The Comparison of the Average of The Students' Mark at Pre test,Post test
Cycle I and Post test Cycle II
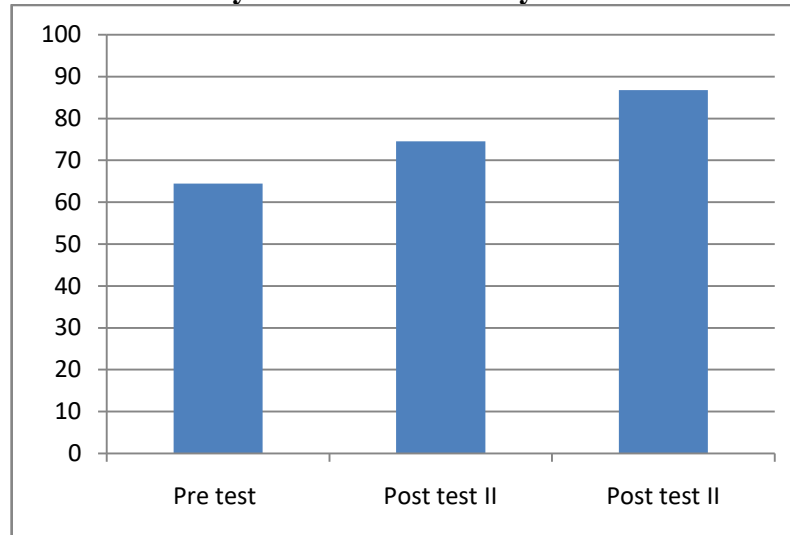
Source: The result of pre test, post test I and Post test II

From the table above can be seen that there is an impeove from post test I to post test II. The students' could achieve the target , most of students' got mark ≥75 and they could understand the material and can speaking well than before. It means that improve the speaking performance by using picture series.

Table 22
The Percentage of Students' Mark at Post test Cycle I and Post test Cycle II

No	Mark	Percentage		Category
		Post test I	Post test II	
1	91-95	-	3,12%	High
2	86-90	-	75%	Average
3	71-85	68,75%	21,87%	Average
4	65-70	18,75%	-	Low
Total		100%	100%	
Average		73,46	87,09	

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

C. Discussion

3. **The Result of Students' Learning Process**

Based on the research which did by two cycles, it had been got the result of students' mark of VII E by using speaking performance use picture series on cycle I and cycle II. The data showed that the students' average in the pre test was 63,90 in post test I was 73,46 and in the post test II was 87,08. So, it means that there was a significant improv the students' mark from cycle I and cycle II. So, the indicator of successs was achieved because the minimum mastery criteria (KKM) was 75.

4. **The Implementation of improve speaking performance by using picture series.**

Based on the result of research it showeds that action hypothesis is proven in the sense the using picture series can improve the students speaking performance by using picture series.

Picture series as the media which can be used by teacher in teaching learning process where the students' speak well and can the students become confident. Based on the explanation above, it could be conclude that picture series as the media could improving the result students' mark and also the students' activity in learning process of speaking performance by using picture series. The discussion it self showed and also proved that is why the implementation of improve the

students speaking performance by using picture series at the seven

graders of MTs. N 1 East Lampung.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of classroom action research, the researcher conclude the research that:

1. Using picture series can improve the learning proces, especially English subject. The students are more active and have better self-confidence to speak and explore their performance in speaking.

2. Using picture series as teaching media can improve the speaking performance of the students. Based on the result of students' average score from pre test 63,90 test of cycle 1 73,46 and the result test of cycle 2 were 87,08. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1. It is clear that dialogue activities will be able to improve students' speaking performance.

B. Suggestion

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The students must be active in learning process, especially in English subject and should cooperate one other either with friends or teacher especially in sharing their idea, experience and knowledge.

2. The Teacher It is suggested for the English teacher to use picture series because this media is effective to develop the students speaking performance in learning.

3. The headmaster should support the English learning process by the preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' speaking performance.

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The researcher introduces and takes attendance the students

The researcher explains about speaking Performance

The Researcher explain and give example picture series

The Researcher explain about how to use speaking performance using picture series

The students spirit¸ active and question about material in the class

The students spirit wont speaking performance use picture series

The students speaking performance use picture series in the class

SILABUS

Mata Pelajaran   : Bahasa Inggris

Kelas   : VIII (Delapan)

Semester   : 2 (Dua)

Standar Kompetensi   :Berbicara

1. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk picture series, dalam cerita komik

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			AlokasiWaktu	SumberBelajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.2.Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam	Menerangkan makna dalam teks funfsional pendek yang berbentuk picture series, dalam cerita komik: 1.: Whatdo you know about picture bove ?	1. *reading* kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) 2. *find difficult word* makna kata dan menggunakannya dalam kalimat	• Speak dan mengugkapkan kembali cerita yang ada di gambar. • Mengamati apa yang adadalamgambardan mencari kata-kata yang	1.lisan 2.Tertulis	Isian singkat Practice and retell.	*Read and speak up in front of class and then retell.*	2 x 45 menit	1. Script gambar seri yang relevan 2. gambar 3. Benda sekitar 4. model benda

berbagai konteks kehidupan sehari-hari	2.Speak up in front of class! 3.Listen atau mendengarkan apa yang teman mereka katakana dan mempraktekanya? 4.Siswamendengarkan dan men ceritakan apa yang mereka ketahui dan apa yang merekadengar.	3. *listening* guru memberikan contoh terkait materi 4. *speaking* mengulangceritat entang materi terkait 5. *asking* berbagai informasi yang terdapat dalam percakapan 6. Merespon pertanyaan yang di tanyakan guru	akan di ucapkan di depan • Merespon ungkapan dan merespon perintah • Berbicaradi depan kelas dan menceritakan kembali tenetang gambar secara singkat. • Menjawab pertanyaan yang ditanyakan guru. • Menjawab danmengungk apkan .	3.Practic e 4.retell				

Collaburator   **Researcher**

Desi Handayani, S. Pd.   **Susna Wati**

NIP: 196912191997032001   **St. Number: 13108537**

SILABUS

Mata Pelajaran   : Bahasa Inggris

Kelas   : VIII (Delapan)

Semester   : 2 (Dua)

Standar Kompetensi   :Berbicara

2. Menjelaskandanmenerangkangambardenganberbicaradi depankelasberdasarkanapa yang merekakeathui.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			AlokasiWaktu	SumberBelajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.2. Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam	Mengungkapkan makna dalam teks funfsional pendek yang berbentuk picture series, dalam cerita komik: 1. :Whatdo you know about picture bove	1. *Reading* kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) 2. *find difficult word*	• Speak dan mengugkapkan kembali cerita yang ada di gambar. • Mengamati apa yang adadalamgambardan mencari kata-kata yang	5.practice 6.Tertulis	picture Practice and retell.	*Read and speak up in front of class and than find the difficult word ad than retell.*	2 x 45 menit	5. Script gambarseri yang relevan 6. gambar 7. Benda sekitar 8. model benda

berbagai konteks kehidupan sehari-hari.	2.Speak up in front of class! 3.Listen atau mendengarkan apa yang teman mereka katakana dan mempraktekanya? 4.Siswa mendengarkan dan menceritakan apa yang merekaketahui dari picture series	makna kata dan menggunakanny a dalam kalimat 3. *listening* guru memberikan contoh terkait materi 4. *speaking*men gulangceritat entang materi terkait 5. *asking* berbagai informasi yang terdapat dalam percakapan 6. Merespon pertanyaan yang di tanyakan guru	akan di ucapkan di depan • Merespon ungkapan dan merespon perintah • Berbicaradidep ankelasdanme nceritakan kembali tentang gambarsecara singkat. • Menjawab pertanyaan yang ditanyakan guru. • Menjawab dan mengungkapka n .	7.Practic e 8.retell				

Collaburator

Researcher

Desi Handayani, S. Pd.

NIP: 196912191997032001

Susna Wati
St. Number: 13108537

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	**SMPN 7 Metro**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VII / 1**
Alokasi Waktu	:	**2x 45 menit (2x pertemuan)**

A.   Standar Kompetensi

Berbicara

1.   Mengungkapkan makna dalam teks lisan fungsional pendek yang berbentuk picture series, dalam cerita komik dan menceritakannya kembali

B.   Kompetensi Dasar.

1.2   Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari

C.   Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Melakukan speaking didepan temen-teman kelas.	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatkebangsaan, cintatanah air, menghargaiprestasi, bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percayadiri (keteguhanhati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (sukatantangan, mampu memimpin)
- Orientasi kemasa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

Mengekspresikan pendapa tnyadengan percaya diri.

E. Materi Pokok

Membahascerita yang terdapatdalamgambarmisalnya:

- Tokoh nobita yang jenaka
- Tokoh doraemon yang suka membantu

F. Metode Pembelajaran/Teknik: speaking ability

G. Strategi Pembelajaran

Langkah-langkah Kegiatan Pembelajaran

KegiatanAwal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di bukuteks

KegiatanInti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan pertanyaan tentang gambar series
- Bersama-sama siswa membahas cerita yang ada digaamba series.
- Menanyakan tentang pendapat mereka.
- Memulai pelajaran

Elaborasi

Dalam kegiatan elaborasi guru:

- Memberikan motivasi kepada peserta didik untuk aktif.
- Memastikan bahwa setiap siswa siap untuk belajar.
- Mengkondisikan kelas agar tidak gaduh.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan padasiswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum biasa mengikuti dalam kegiatan tersebut.

2   **KegiatanAkhir (10')**

- Siswa diminta membuat rangkuman danmenjelaskan dalam bahasa inggris.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H.   Sumber/Bahan/Alat

- Bukuteks yang relevan : fotokopy gambar series berbahasa inggris

I.   Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Berbicara di depankelas	individu	Presentasi Lisan	Describe and explain the picture series

II. InstrumenPenilaian

Text picture.

III. Pedoman Penialaian

Mengikuti rublik penialaian berikut ini :

Jumlah skor maksimal keseluruhan 10 X 1 = 10

Standar penilaian setiap jawaban

Harris's oral English rating scale frame

No.	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, thought one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.

		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often farced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty comprehend. social conversation spoken slowly and with frequent repetition

		1	Can not be said to understand even simple conversation.

Mengetahui

Collaburator   **Researcher**

Desi Handayani, S. Pd.   **Susna Wati**

NIP: 196912191997032001   **St. Number: 13108537**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	**Mts. N 1 Lampung Timur**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VIII / 1**
Alokasi Waktu	:	**2x 45 menit (2x pertemuan)**

A.   Standar Kompetensi

Berbicara

1.1   Mengungkapkan makna dalam teks lisan fungsional pendek yang berbentuk picture series, dalam cerita komik dan menceritakannya kembali

B.   Kompetensi Dasar.

2.2   Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari

C.   Indikator Pencapaian Kompetensi

IndikatorPencapaianKompetensi	Nilai Budaya Dan Karakter Bangsa
Melakukan speaking didepan temen-teman kelas.	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatkebangsaan, cintatanah air, menghargaiprestasi, bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percayadiri (keteguhanhati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)

- Orientasi kemasa depan (punya perspekti funtuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

Mengekspresikan pendapatnya dengan percaya diri.

E. Materi Pokok

Membahascerita yang terdapat dalam gambar misalnya:

- Tokoh nobita yang ceroboh
- Tokoh suneo jahil

F. Metode Pembelajaran/Teknik: speaking ability

G. Strategi Pembelajaran

Langkah-langkah Kegiatan Pembelajaran

KegiatanAwal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di bukuteks

KegiatanInti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan pertanyaan tentang gambar series
- Bersama-sama siswa membahas cerita yang ada digaamba series.
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Elaborasi

Dalam kegiatan elaborasi guru:

- Memberikan motivasi kepada peserta didik untuk aktif.
- Memastikan bahwa setiap siswa siap untuk belajar.
- Mengkondisikan kelas agar tidak gaduh.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan padasiswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum biasa mengikuti dalam kegiatan tersebut.

3 **KegiatanAkhir (10')**

- Siswa diminta membuat rangkuman danmenjelaskan dalam bahasa inggris.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H.   Sumber/Bahan/Alat

- Buku teks yang relevan : foto kopy gambar series berbahasa inggris

I.   Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Berbicara di depankelas	individu	Presentasi Lisan	Describe and explain the picture series

II. InstrumenPenilaian

Text picture.

III. Pedoman Penilaian

Mengikuti rubik penialaian berikut ini :

Jumlah skor maksimal keseluruhan 10 x 1 = 10

Standar penilaian setiap jawaban

Harris's oral English rating scale frame

No.	Criteria	Rating Scores	Description
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		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		7	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.

		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
7	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
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		7	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		7	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often farced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		7	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty comprehend. social conversation spoken slowly and with frequent repetition
		1	Can not be said to understand even simple conversation.

Mengetahui

Collaburator   **Researcher**

Desi Handayani, S. Pd.   **Susna Wati**

NIP: 196912191997032001   **St. Number: 13108537**

PRE-TEST

OF STUDENT SPEAKING PERFORMANCE

No.	Aspect Assessment Dialogue in Speaking		
1.	Performance in making introduction	11.	Performance in expression manner gratitude
2.	Performance explain about story in picture	12.	Performance in expression manner inviting
3.	Performance Ask the student expalin, what the title of the story above	13.	Performance in expression manner helping
4.	Performance to make suitable in ask and answer	14.	Performance in expression manner congratulation
5.	Performance in miming perform for dialogue	15.	Performance in giving intruction
6.	Performance in pronunciation	16.	Performance in listening question
7.	Performance in real life situation	17.	Performance to compare in question and expression about people
8.	Performance in acquainted	18.	Performance in giving feedback
9	Performance in suitable word	19.	Performance in to give an opini
10	Performance in greeting	20.	Performance in expression agree and disagree.

Direction:

1. Choose your classmate to be your pair
2. Choose one of the topic bellow
3. Make a concept of the dialogue
4. Perform in front of class orally

QUESTIONS

Example:

Look at the picture above and answere the question !

1. Ask the student to introduce their self..
2. Ask the student answer, what the title of the story above.
3. Ask the student explain, what is Nobita doing ? in number 2.
4. Ask the student explain , what is suneo doing ? in number 2.
5. Ask the student explain In number 8, what Nobita say to Suneo ?
6. Ask the student explain what is suneo say in number 9 ?
7. Ask the student explain how many people are there in number 13
8. Ask the student explain explain in front of your class what the nobita doing ?
9. Ask the student explain explain in fron of class what tools in picture above ?
10. Ask the student explain retell again the short story of picture above with your friends ?

Post Test Instrument of Speaking Performance
(Cycle I)

Subject   : English (Speaking)

Class   : VIII

Time Allocation   : 40 Minutes

Direction:

 ➢ Please write your name and class on answer sheet.
 ➢ Please be honestly.

Intruction :

1. Make a group consist of 4 persons each group.
2. Make a concept of the dialogue by chosing explain story about picture series
3. Perform in front of class orally.

Post Test Instrument of Speaking Performance
(Cycle II)

Subject   : English (Speaking)

Class   : VIII

Time Allocation   : 40 Minutes

Direction:

➢ Please write your name and class on answer sheet.
➢ Please be honestly.

Intruction :

4. Make a group consist of 4 persons each group.
5. Make a concept of the dialogue by chosing explain story about picture series
6. Perform in front of class orally.

S	NAME	FLUENCY					PRONOUNCIATION					VOCABULARY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	Adelia M. Saputri				√					√					√		80
2	Adenta Dwi Putra		√						√					√			65
3	Aditia Anandra			√					√					√			70
4	Aida Khairun Nisa			√					√						√		76
5	Ajeng Ayu Syafitri			√					√						√		78
6	Alfakamal A. Sani		√						√					√			64
7	Alfin R. Ismail		√						√					√			62
8	Andri Juniansyah		√						√					√			60
9	Annisa A. R.			√					√						√		78
10	Ayunda Anis P.				√					√					√		80
11	Bintang L. A.				√					√					√		80
12	Desti Yanan N. S.			√					√						√		75
13	Esa Nurahmah				√					√					√		80
14	Faisal Hafid			√					√						√		78
15	Farikhul Hidayat		√						√					√			65
16	Fazria Nur Afifah			√					√						√		78
17	Hibatullah Afnan			√					√						√		76
18	M. Aziz Afandi		√						√					√			60
19	Muhammad Rafi			√					√						√		76
20	Nur Fiyah			√					√						√		72
21	Nur S. Aprilia			√					√						√		75
22	Putri Nabila				√					√					√		80
23	Raid Hidayatullah			√					√						√		78
24	Rajib Apriad			√					√					√			70

No	Nama																Nilai
25	Revi F. Pratama		√					√							√		78
26	Reza Bagus P.	√						√						√			65
27	Ridho Alfatan A.	√						√						√			65
28	Riska Mustika			√					√						√		80
29	Satrio Dimas P.		√					√							√		75
30	Yogi Hasbi Assidiq		√					√							√		78
31	Yohana Putri		√					√							√		78
32	Zena Chtrine		√					√							√s		76

NO	NAME	FLUENCY	PRONOUN CIATION	VOCABULARY	TOTAL
1	Adelia M. Saputri	80	80	80	80
2	Adenta Dwi Putra	53	69	72	65
3	Aditia Anandra	70	70	70	70
4	Aida Khairun Nisa	69	76	82	76
5	Ajeng Ayu Syafitri	73	76	84	78
6	Alfakamal A. Sani	52	68	72	64
7	Alfin R. Ismail	50	68	70	62
8	Andri Juniansyah	50	60	70	60
9	Annisa Amalia R	73	76	84	78
10	Ayunda Anis P.	80	80	80	80
11	Bintang L. A.	80	80	80	80
12	Desti Yanan N. Sari	69	75	81	75
13	Esa Nurahmah	80	80	80	80
14	Faisal Hafid	73	76	84	78
15	Farikhul Hidayat	53	69	72	65
16	Fazria Nur Afifah	73	76	84	78
17	Hibatullah Afnan	69	76	82	76
18	Muhammad Aziz A.	50	60	70	60
19	Muhammad Rafi	69	76	82	76
20	Nur Fiyah	67	70	80	72
21	Nur S. Aprilia	69	74	81	75
22	Putri Nabila	80	80	80	80
23	Raid Hidayatullah	73	76	84	78
24	Rajib Apriad	70	70	70	70
25	Revi Febrian P.	73	76	84	78
26	Reza Bagus P.	53	69	72	65
27	Ridho Alfatan A.	53	69	72	65
28	Riska Mustika	80	80	80	80
29	Satrio Dimas P.	69	74	81	75
30	Yogi Hasbi Assidiq	73	76	84	78

| 31 | Yohana Putri | 73 | 78 | 82 | 78 |
| 32 | Zena ChtrineS | 69 | 76 | 82 | 76 |

NO	NAME	FLUENCY					PRONOUNCIATION					VOCABULARY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	Adelia M. Saputri					√				√						√	90
2	Adenta Dwi Putra				√						√					√		88
3	Aditia Anandra				√					√						√		87
4	Aida Khairun Nisa				√					√							√	87
5	Ajeng Ayu Syafitri					√					√					√		91
6	Alfakamal A. Sani			√						√						√		83
7	Alfin R. Ismail					√			√							√		86
8	Andri Juniansyah				√					√							√	87
9	Annisa Amalia R.				√					√							√	90
10	Ayunda Anis P.				√					√							√	87
11	Bintang L. A.				√					√							√	90
12	Desti Y. Novita Sari			√						√							√	87
13	Esa Nurahmah				√					√						√		84
14	Faisal Hafid				√					√							√	90
15	Farikhul Hidayat			√						√						√		83
16	Fazria Nur Afifah				√					√						√		85
17	Hibatullah Afnan			√						√						√		84
18	Muhammad Aziz A.				√					√						√		85
19	Muhammad Rafi				√						√					√		88
20	Nur Fiyah					√				√							√	89
21	Nur S. Aprilia				√					√							√	89
22	Putri Nabila				√					√							√	86
23	Raid Hidayatullah				√					√						√		85
24	Rajib Apriad				√					√							√	87
25	Revi Febrian P.				√					√						√		87
26	Reza Bagus P.				√					√							√	86
27	Ridho Alfatan A.				√					√						√		88
28	Riska Mustika				√					√							√	89
29	Satrio Dimas P.				√					√							√	86
30	Yogi Hasbi				√					√						√		85

No	Name																	
	Assidiq																	
31	Yohana Putri				√					√						√		90
32	Zena Chtrine				√					√					√			88

NO	NAME	FLUENCY	PRONOUN CIATION	VOCABULARY	TOTAL
1	Adelia M. Saputri	92	85	93	90
2	Adenta Dwi Putra	82	93	88	88
3	Aditia Anandra	85	88	87	87
4	Aida Khairun Nisa	81	87	93	87
5	Ajeng Ayu Syafitri	90	94	89	91
6	Alfakamal A. Sani	75	86	89	83
7	Alfin R. Ismail	93	78	87	86
8	Andri Juniansyah	83	82	97	87
9	Annisa Amalia R.	89	87	93	90
10	Ayunda Anis P.	81	89	92	87
11	Bintang L. A.	89	88	92	90
12	Desti Y. Novita Sari	78	89	93	87
13	Esa Nurahmah	89	80	83	84
14	Faisal Hafid	89	88	92	90
15	Farikhul Hidayat	79	87	82	83
16	Fazria Nur Afifah	85	87	84	85
17	Hibatullah Afnan	78	86	87	84
18	Muhammad Aziz A.	85	87	84	85
19	Muhammad Rafi	82	93	88	88
20	Nur Fiyah	90	88	90	89
21	Nur S. Aprilia	89	85	94	89
22	Putri Nabila	87	79	91	86
23	Raid Hidayatullah	85	87	84	85

24	Rajib Apriad	81	87	93	87
25	Revi Febrian P.	85	88	87	87
26	Reza Bagus P.	87	79	91	86
27	Ridho Alfatan A.	82	93	88	88
28	Riska Mustika	89	85	94	89
29	Satrio Dimas P.	87	79	91	86
30	Yogi Hasbi Assidiq	85	87	84	85
31	Yohana Putri	89	87	93	90
32	Zena Chtrine	82	93	88	88

NO	NAME	FLUENCY					PRONOUNCIATION					VOCABULARY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	Adelia Mahardika Saputri			√					√						√		75
2	Adenta Dwi Putra		√						√					√			65
3	Aditia Anandra		√	√					√					√			66
4	Aida Khairun Nisa		√						√						√		65
5	Ajeng Ayu Syafitri			√					√						√		75
6	Alfakamal Abdul Sani			√					√					√			64
7	Alfin Ronatha Ismail			√					√					√			62
8	Andri Juniansyah			√					√					√			68
9	Annisa Amalia Rahman			√						√					√		78
10	Ayunda Anis Pratiwi		√						√					√			64
11	Bintang L. A.			√					√						√		75
12	Desti Yanan Novita Sari		√						√					√			65
13	Esa Nurahmah			√						√				√			75
14	Faisal Hafid		√					√					√				57
15	Farikhul Hidayat		√					√					√				50
16	Fazria Nur Afifah			√					√						√		70
17	Hibatullah Afnan			√				√						√			60
18	Muhammad Aziz Afandi		√						√					√			60
19	Muhammad Rafi			√					√						√		75
20	Nur Fiyah		√						√					√			60
21	Nur Salsabila Aprilia		√						√					√			65
22	Putri Nabila		√						√					√			65
23	Raid Hidayatullah		√						√					√			60
24	Rajib Apriad		√						√					√			60
25	Revi Febrian Pratama		√						√					√			67
26	Reza Bagus Prasatya		√						√					√			60
27	Ridho Alfatan Ardyansyah		√						√					√			68
28	Riska Mustika		√						√					√			68
29	Satrio Dimas Pramono		√					√					√				55
30	Yogi Hasbi Assidiq			√					√						√		75
31	Yohana Putri		√						√					√			65
32	Zena Chtrine		√						√					√	√		68

NO	NAME	FLUENCY	PRONOUNCIATION	VOCABULARY	TOTAL
1	Adelia Mahardika Saputri	69	75	81	75
2	Adenta Dwi Putra	53	69	72	65
3	Aditia Anandra	55	70	72	66
4	Aida Khairun Nisa	53	70	72	65
5	Ajeng Ayu Syafitri	69	75	81	75
6	Alfakamal Abdul Sani	50	70	72	64
7	Alfin Ronatha Ismail	50	68	70	62
8	Andri Juniansyah	58	70	75	68
9	Annisa Amalia Rahman	71	80	83	78
10	Ayunda Anis Pratiwi	50	70	72	64
11	Bintang L. A.	69	75	81	75
12	Desti Yanan Novita Sari	53	69	72	65
13	Esa Nurahmah	69	81	75	75
14	Faisal Hafid	57	55	57	57
15	Farikhul Hidayat	50	50	50	50
16	Fazria Nur Afifah	55	75	80	70
17	Hibatullah Afnan	60	50	70	60
18	Muhammad Aziz Afandi	50	60	70	60
19	Muhammad Rafi	69	75	81	75
20	Nur Fiyah	50	60	70	60
21	Nur Salsabila Aprilia	53	69	72	65
22	Putri Nabila	53	69	72	65
23	Raid Hidayatullah	50	60	70	60
24	Rajib Apriad	50	60	70	60
25	Revi Febrian Pratama	55	70	75	67
26	Reza Bagus Prasatya	50	60	70	60
27	Ridho Alfatan Ardyansyah	58	70	75	68
28	Riska Mustika	58	70	75	68
29	Satrio Dimas Pramono	55	55	55	55
30	Yogi Hasbi Assidiq	69	75	81	75
31	Yohana Putri	53	70	72	65
32	Zena Chtrine	58	70	75	68

Nomor : P.1421/In.28/FTIK/PP.00.9/06/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdr. Dr. Mahrus As'ad, M.Ag
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   : Susna Wati
NPM   : 13108537
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 $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 Juni 2017
Mengetahui,
Ketua Jurusan TBI

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

Nomor   : Sti.06/JST/PP.00.9/3510/2016   Metro, 08 November 2016
Lamp   : -
Hal   : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala Sekolah MTs N 1 Lampung Timur
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : Susna Wati
NPM   : 13108537
Jurusan   : Tarbiyah
Prodi   : PBI
Judul   : Improving the Students' Speaking performance by Using Picture Series among the Seventh Class at MTs N 1 Lampung Timur

Untuk melakuan *PRA SURVEY* di MTs N 1 Lampung Timur.

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

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

SURAT KETERANGAN SURVEY
Nomor : B.282. /MTs.08.01/PP.005/ 11/2016

Berdasarkan surat dari Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro Nomor : STi 06/JST/PP.00.9/3510/2016, Tanggal, 08 November 2016, Perihal **Izin Pra Survey,**dengan ini Saya Selaku Kepala Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur menerangkan bahwa :

Nama : Susna Wati

NPM : 13108537

Jurusan : Tarbiyah

Prodi : PBi

Benar telah Melaksanakan Pra Survey di MTsN 1 Lampung Timur selama 1 (satu) hari pada Tanggal 30 November 2016. Yang berjudul **"Improving The Student's Speaking Performance By Using Picture Series Among The Seventh Class Of MTsN 1 Lampung Timur "** dengan baik.

Demikian surat keterangan ini diberikan untuk di pergunakan sebagaimana mestinya.

Di Keluarkan : di Batanghari
Pada Tanggal : 01 Desember 2016
Kepala

Hj. LENNY DARNISAH,S.Pd.MM
NIP.197310111997032003

SURAT TUGAS

Nomor: B-3024/In.28/R/TL.01/05/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama	:	**SUSNAWATI**
NPM	:	13108537
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS N 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan .dengan judul "IMPROVING THE STUDENTS SPEAKING PERFORMANCE BY USING PICTURE SERIES AMONG THE SEVENTH GRADERS OF MTS. N 1 EAST LAMPUNG".

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   : 10 Mei 2017

Mengetahui,
Pejabat Setempat

an. Rektor
Wakil Rektor Bidang Akademik,

Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003

KEMENTETIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TSANAWIYAH NEGRI (MTsN) 1 LAMPUNG TIMUR
Jalan Ki Hajar Dewantara/Lembayung 38B. Banjarrejo. Kec. Batanghari
Telp(0725) 785253kode Pos 34181

SURAT KETERANGAN RESEARCH
NOMOR : B387./MTs.08.01/PP.007/05/2017

Berdasarkan surat dari Institut Agama Islam Negri (IAIN) Metro, Tanggal 10 mei 2017, Perihal izin Pra Research, dengan ini Saya Selaku Kepala Madrasah Tsanawiyah Negri (MTsN) 1 Lampung Timur Menerangkan bahwa :

Nama	: Susna Wati
NPM	: 13108537
JURUSAN	: Tarbiyah
PRODI	: Pendidikan Bahasa Inggris

Benar telah Melaksanakan Research di MTsN Lampung Timur, sebagai syarat untuk menempuh Skripsi di IAIN Metro, dengan judul Skripsi yaitu :
IMPROPING THE STUDENTS' SPEAKING PERFORMANCE BY USING PICTURE SERIES AMONG THE SEVENTH GRADERS OF MTS N 1 EAST LAMPUNG

Demikian surat ini diberikan untung di pergunakan sebagaimana mestinya

Dikeluarkan   : di Batang Hari
Pada tanggal   : 20 Mei 2017
Kepala

Hj. LENNY DARNISAH,S.Pd.MM
NIP.197310111997032003

Nomor : B-3025/In.28/R.1/TL.00/05/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS N 1 LAMPUNG
TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3024/In.28/R/TL.01/05/2017 tanggal 15 Juni 2017 atas nama saudara:

Nama	:	**SUSNAWATI**
NPM	:	13108537
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS N 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SPEAKING PERFORMANCE BY USING PICTURE SERIES AMONG THE SEVENTH GRADERS OF MTS. N 1 EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 Mei 2017
Waki Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

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

Nama : Susna Wati   Jurusan : TBI
NPM : 13108537   Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	20 Juni 2017 Senin			Bimbingan I Revise – Chapter III, indicator success – Chapter IV, Quality, frecenbage and table	
2.	Selasa 20 Juni 2017			Bimbingan II Revise – chapter IV, cycle II, Graphic, implementasion (was change is)	
3.	Selasa 20 Juni 2017			Bimbingan III Revise – chapter V – conclusion	
4.	Rabu 21 Juni 2017			Perbaikan Ostrimi : Ace 05 unugusahla	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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

Nama : Susna Wati   Jurusan : TBI
NPM : 13108537   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at 16 Juni 2017		✓	Bimbingan I - Revise Bab 2, concep picture serres - grammar.	
2.	Senin 19 Juni 2017		✓	Revise Ehapter III - clasrom action Research - Data andlises Technique (grammar)	
3.	Selasa 20 Juni 2017		✓	Revise - chapter IV dan - chapter V - Conclusin (grammar)	
4	Selasa 20 Juni 2017		✓		

Mengetahui,
Ketua Jurusan TBI   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd   **Ahmad Subhan Roza, M.Pd.**
NIP. 19750610200801 1 014   NIP. 19750610 200801 1 014

KARTU KONSULTASI BIMBINGAN PROPOSAL SKRIPSI
MAHASISWA STAIN JURAI SIWO METRO

Nama Mahasiswa : Susna Wati
NPM : 13108537S

Jurusan/Prodi : Tarbiyah/PBI
Semester/T.A. : VII / 2016-2017

No	Hari/Tanggal	Pembimbing 1	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	Wednesday / 16/ 2016 /november		Revise Judul (cover)	
2.	18/ 2016 /november		Revise : Table of Contents	
3.	Friday 25/november 2016		Revise : BAB II Give example	
4.	12/ 2017 /april		Revise : Table of Contents	
5.	13/ 2017 /april		Revise : Bab II Give Procedur and steps	
6.	19/ 2017 /april		Revise again	
7.	28/ 2017 /april		Revise again	
8.	8/ 2017 /mei		Perbaikan & baca ntal & seminarka	

Diketahui :
Wakil Dekan I Bidang Akademik

Dra. Isti Fatonah, MA
NIP. 19670531 199303 2 003

Dosen Pembimbing 1

Dr, Mahrus As'as, M.Ag
NIP.196111221 199603 1 001s

KARTU KONSULTASI BIMBINGAN PROPOSAL SKRIPSI
MAHASISWA STAIN JURAI SIWO METRO

Nama Mahasiswa : Susna Wati   Jurusan/Prodi   : Tarbiyah/PBI
NPM   : 13108537   Semester/T.A.   : VII / 2016-2017

No	Hari/Tanggal	Pembimbing 2	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1-	Senin 24 / 2016 /oktober		Revise : Judul, Bab I dan bab II	
2-	Rabu 9/ 2016 /November		Revise : Bab II give example	
3-		✓		

Diketahui :
Wakil Dekan I Bidang Akademik   Dosen Pembimbing 2

Dra. Isti Fatonah, MA   **Ahmad Subhan Roza, M.Pd**
NIP. 19670531 199303 2 003   NIP. 19750610 200801 1 014

CURRICULUM VITAE

The complete name of the researcher is Susna Wati. She was born in Jabung Lampung Timur, June 2[th], 1995. She is the five child of happy couple namely Mr. Batin Pesirah Husin and Mrs. Sharifah. She lives in street Talang Jaya Indah, subdistrict Jabung, east lampung.

The researcher had studied at The Elementary School for 6 years in SD N 1 Negara Batin in Jabung (2001-2007). Then she continued his studying in Junior High School for 3 years in MTs. Tampis Negara Batin in Jabung (2008-2010) . After that she took the Senior High School at MA Muhammadiyah Metro Pusat for 3 years and finished her studying in 2013. She was registered as a S-1 student of state Institute For islamic Studies (IAIN) Of Metro.