

IMPROVING STUDENTS' SPEAKING SKILL BY USING  
PICTURE AND PICTURE AT THE TENTH GRADE STUDENTS OF  
SMK MUHAMMADIYAH 2 PONOROGO IN ACADEMIC YEAR 2013/2014

THESIS



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2014

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SMK MUHAMMADIYAH 2 PONOROGO IN ACADEMIC YEAR 2013/2014

Presented to  
Muhammadiyah University of Ponorogo  
In Partial Fulfilment of the Requirement for The Degree of Sarjana  
In English Language Education

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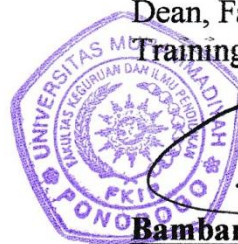
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## **MOTTO**

**THE PEOPLE WHO DO THE BEST THING TODAY,  
HE/SHE HAS DONE THE BEST THING FOR HIS/HER FUTURE.**

**DON'T WAIT UNTIL TOMORROW, WHAT YOU CAN DO TODAY.**

**NOTHING IMPOSSIBLE IN THIS WORLD.**

## DEDICATION

This thesis is dedicated to my parents

Who always give support and motivate me to finish this thesis and

accompany me when I was gloomy or cheerful

Father and mother, I believe I can reach my goal with your pray

And all my family that always give me support

My brothers who always support me to study hard and motivate me

My close friends and all my friends in class B English Department who

give me support to be successful in the future...

May god bless you all forever and ever

## ACKNOWLEDGEMENT

Thanks to the Almighty God Alloh SWT, the most merciful and the most gracious who has given this mercy, so the writer could finally finish this thesis assignment in achieving the Sarjana degree of English Department of Muhammadiyah University of Ponorogo.

The writer realizes that this thesis would never been accomplished without the guidance, motivation and kindness from many people. This is my special acknowledgement are as following :

1. Bambang Harmanto, M.Pd as the Dean of Teacher Training and Education Faculty, Muhammadiyah University of Ponorogo.
2. Niken Reti Indriastuti, M.Pd as Chief of English Department of Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo who has given permission to the reseacher to conduct this thesis.
3. Ana Maghfiroh, M.Pd and Restu Mufanti, M.Pd as my advisors who gave idea, advice, and profound guidance and direction in completing my study.
4. All English lectures of Muhammadiyah University of Ponorogo for the knowledge and experiences shared.
5. Masruri, S.Pd as the Headmaster who gave permission in conducting the research.
6. Colaborator, as an English Teacher and as collaborator who gave the reseacher support, advices, and her spare time to help the reseacher finishing this research.
7. All of the students in class B, thanks for your participation and your support.

Finally, the writer hopes that the result of this research could give advantages to the reader. The writer believes that this research far from perfect. So, the writer expects some suggestions and critics of this thesis for the better result.

Ponorogo, March 2014

Researcher

## ABSTRACT

**Nurkayati, Hesti. 2014.** *Improving Students' Speaking by Using Picture and Picture at the Tenth Grade Students of SMK MUHAMMADIYAH 2 PONOROGO in Academic Year 2013/2014* Thesis. English Department. Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo. Advisors :(1) Ana Maghfiroh, M.Pd (2) Restu Mufanti, M.Pd

**Key Words :** Speaking skill, Picture and Picture

English speaking skill is very important in all aspect of their life. This reality makes teachers think that speaking skill should be mastered by the students. In SMK Muhammadiyah 2 Ponorogo showed that the teaching English exactly in speaking was not effective. Here, the researcher chose picture and picture as method in teaching speaking. Picture and picture is, therefore, a learning method that used pictures and paired or started into a logical order. This study characterized active, innovative, creative, and fun. This learning mode relies on picture as a media in the learning process. Based on the fact above, reseacher concludes that the statement of this study is "How is the implementation of picture and picture in teaching speaking at the tenth grade of SMK MUHAMMADIYAH 2 PONOROGO in academic year 2013/2014 ?". So, the purpose of the study is to know the implementation speaking skill used picture at the tenth grade of SMK MUHAMMADIYAH 2 PONOROGO in academic year 2013/2014.

In this study, the researcher was done in SMK MUHAMMADIYAH 2 PONOROGO, the subject of this research was the tenth grade students of class AK that consisted of 22 students. It consisted of four steps, they were planning, acting, observing, and reflecting. The researcher used three research instruments, they were test, observation, and questionnaire.

The result of the test showed that in cycle 1 the score was 69.76. But in cycle 2 they improved their score became 83.09. The result of checklist proved that the students were very active in the class. They were active in cooperating group, doing the conversation, and asking about difficult material. The result of questionnaire proved that the most of the students were motivated and interested using picture and picture method because it made them easier to speak.

Finally, the researcher concluded that the result of this research showed there is improving students' speaking skill by using picture and picture at the tenth grade year students of SMK Muhammadiyah 2 Ponorogo. The researcher suggested that the teacher should use media in teaching and learning English procces in order the students can be easy and fun to learn English.

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Table Speaking Scoring Aspect

Aspect	Criteria	score
Pronunciation	❖ Has few traces of foreign accent	5
	❖ Always intelligible, though one is conscious of a definite accent	4
	❖ Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3
	❖ Very hard to understand because of pronunciation problems. Must frequently be asked to repeat	2
	❖ Pronunciation problems so severe as to make speech virtually unintelligible	1
Grammar	❖ Makes few (if any) errors of grammar or word order	5
	❖ Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.	4
	❖ Makes frequent errors of grammar and word order which occasionally obscure meaning	3
	❖ Grammar and word order error make comprehension difficult. Must often rephrase sentence and/or restrict himself to basic patterns	2
	❖ Errors in grammar and word order so severe as to make speech virtually unintelligible	1
Vocabulary	❖ Use of vocabulary and idioms is virtually that of a native speaker	5
	❖ Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies	4
	❖ Frequently uses the wrong words: conversational somewhat limited because of inadequate vocabulary	3
	❖ Misuse of words and very limited vocabulary make comprehension quite difficult	2
	❖ Vocabulary limitations so extreme as to make conversation virtually impossible	1

Fluency	<ul style="list-style-type: none"> <li>❖ Speech as fluent and effortless as that of a native speaker</li> <li>❖ Speed of speech seems to be slightly affected by language problems</li> <li>❖ Speed and fluency are rather strongly affected by language problems</li> <li>❖ Usually hesitant: often forced into silence by language limitations</li> <li>❖ Speech is so halting and fragmentary as to make conversation virtually</li> </ul>	<p style="text-align: right;">5</p> <p style="text-align: right;">4</p> <p style="text-align: right;">3</p> <p style="text-align: right;">2</p> <p style="text-align: right;">1</p>
Comprehension	<ul style="list-style-type: none"> <li>❖ Appears to understand everything without difficulty</li> <li>❖ Understand nearly everything at normal speed, although occasional repetition may be necessary</li> <li>❖ Understand most of what is said at slower than normal speed with repetition</li> <li>❖ Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition</li> <li>❖ Cannot be said to understand even simple conversational English</li> </ul>	<p style="text-align: right;">5</p> <p style="text-align: right;">4</p> <p style="text-align: right;">3</p> <p style="text-align: right;">2</p> <p style="text-align: right;">1</p>