The Effect of Using Picture Series on IC Students' Speaking Achievement in Story Telling Class

A THESIS

A Partial Fulfillment of the Requirements for the SarjanaPendidikanDegree in English Language
Teaching Faculty



By:

YudithaPutri

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
JANUARY 2017

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Widya Mandala Catholic University Surabaya
in A Partial Fulfillment of the Requirements for the Degree of
SarjanaPendidikan in Teaching English as a Foreign Language



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The writer

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ABSTRACT

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Learning English doesn't simply mean that you can name any objects or things you found in English or perfectly understand the grammar and when to use it in the test or written terms. Learning English means that you can use the language to communicate to others or we call it speaking ability for simple. It requires attention to use other media to improve students' narrative speaking ability. This study concerns the effect of using picture series on students' speaking achievement. The purpose of this study is to find out whether there is a difference between the speaking achievement of IC storytelling students before and after taught using picture series.

The writer used pre-experimental design, which uses "one group pre-test and post-test design" to measure students speaking skill, which used quantitative variables. The instrument of the study was a speaking test as the pre-test and post-test. The population of this study was the IC students taking storytelling class consisting of 17 students. The time allocation of both tests were 2x45 minutes. The students were asked to retell a story in front of the class indifidually. The students may add some more details in their stories. They were given time for preparing before they did the test. The treatments were given three times. The time allocation for each treatment was 2x45 minutes.

The result of this study showed there was a significant difference between the students' speaking achievements before and after they were taught using picture series. Moreover, the storytelling students who had been taught using picture series retelling the stories with more confidence and details.