THE USE OF PICTURE NARRATING IN TEACHING SPEAKING TO THE EIGHTH GRADE STUDENTS OF SMP N 3 JEPARA IN ACADEMIC YEAR 2013/2014

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UNIVERSITAS MURIA KUDUS

THE USE OF PICTURE NARRATING IN TEACHING SPEAKING TO THE EIGHTH GRADE STUDENTS OF SMP N 3 JEPARA IN ACADEMIC YEAR 2013/2014

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MOTTO AND DEDICATION

Motto:

"A life is like a track, while it is not always straight, if we are not careful in choosing the track we'll get lost. Make sure you are in the right track!"

Dedication:

This skripsi is dedicated to:

1. *Muria Kudus University*
2. *SMP N 3 Jepara*
3. *The writer's parents*
4. *The writer's siblings*
5. *The writer's friends*
6. *KUMANBARIS*

ADVISORS' APPROVAL

This is to certify that the Skripsi of Muhammad Takrim (2010 32 230) has been approved by the skripsi advisors for further approval by the Examining Committee.

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Kudus, August 14th, 2014
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ABSTRACT

Takrim, Muhammad. 2014. The Use of Picture Narrating in Teaching Speaking to the Eighth Grade Students of SMP N 3 Jepara in Academic Year 2013/ 2014.Skripsi.English Education Department. Teacher Training and Education Faculty. Muria Kudus University. Advisor Lecturer: (I) Drs. Suprihadi, M.Pd (II) Fajar Kartika, S.S., M.Hum.,

Key Words: *Picture Narrating and Speaking*

Speaking is an important skill in learning English. In SMP N 3 Jepara, especially in the eighth grade, students seem to be passive in speaking activity. However the teachers only focused in materials from handbook, which contains only some activities related with speaking. This kind of situation makes students have low comprehension in speaking. It is proved by the students' scores are still below the KKM. The KKM itself is 68 for English subject. Picture narrating is expected to be able to cover this situation.

The purpose of this research is to test whether there is significant difference between speaking ability of the eighth grade students of SMP N 3 Jepara before and after being taught by using picture narrating in academic year 2013/ 2014.

The design of this research was pre-experimental research. The writer used one group with pre – test and post – test. The population of the research was the eighth grade students of SMP N 3 Jepara in academic year 2013/ 2014. The writer used cluster random sampling technique to take the sample of the research. Based on this technique, the writer got 8A as the sample with total number of students is 39. The instrument used by the writer was oral test.

The result shows that the post-test is "good" with the mean is 74.75 and standard deviation is 9.39. It is higher than the pre-test with the mean is 53.19 and standard deviation is 7.95 can be classified as "low". The hypothesis of this research states that there is significant different between speaking ability of the eighth grade students of SMP N 3 Jepara before and after being taught by using picture narrating in academic year 2013/2014. From the calculation of t-test, the t-obtained is 19.7 and t-critical is ± 2.021 with the level of significance (α) .05 and degree of freedom is 38. The t-obtained is higher than t-critical. Therefore, the writer rejectedH_0 (null hypothesis) and accepted H_1 (alternative hypothesis) because the t-obtained falls in the critical region. So, the writer concluded that there is significant difference between speaking ability of the eighth grade students of SMP N 3 Jepara before and after being taught by using picture narrating in academic year 2013/2014.

Based on the result, the writer suggests that picture narrating is effective in speaking activity. It also can be the solution for English teachers as an

alternative technique in teaching speaking to make the students more fun in learning English.

ABSTRAKSI

Takrim, Muhammad. 2014. Penggunaan Picture Narrating dalam Pengajaran Berbicara kepada Siswa Kelas 8 SMP N 3 Jepara pada Tahun Ajaran2013/ 2014. Skripsi. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Dosen Pembimbing: (I) Drs. Suprihadi, M.Pd (II) Fajar Kartika, S.S., M.Hum.,

Kata Kunci: *Picture Narrating dan Berbicara*

Berbicara adalah kemampuan yang penting dalam mempelajari bahasa inggris. Di SMP N 3 Jepara, khususnya di kelas 8, para siswa terlihat pasif pada kegiatan berbicara. Guru hanya focus pada materi dari buku paket yang hanya berisi beberapa kegiatan berkaitan dengan berbicara. Keadaan seperti ini menjadikan siswa lemah pemahaman dalam berbicara. Hal tersebut dibuktikan dengan nilai siswa yang masih dibawah KKM, yaitu 68 untuk pelajaran Bahasa Inggris. Picture Narrating diharapkan mampu mengatasi masalah tersebut.

Tujuan dari penelitian ini adalah untuk mengetes apakah ada perbedaan signifikan antara kemampuan berbicara dari siswa kelas 8 SMP N 3 Jepara sebelum dan setelah diajar menggunakan picture narrating pada tahun ajaran 2013/ 2014.

Desain dari penelitian ini adalah penelitian pre-eksperimental. Penulis menggunakan group tunggal dengan pre – test dan post – test. Populasi diambil dari siswa kelas 8 SMP N 3 Jepara pada tahun ajaran 2013/ 2014. Penulis menggunakan teknik cluster random sampling untuk mengambil sampel. Dan penulis mendapatkan kelas 8A sebagai sampel dengan jumlah siswa 39. Instrumen yang digunakan adalah berupa test lisan.

Hasil dari penelitian menunjukkan bahwa post –test tergolong "bagus" dengan nilai rata-rata 74.75 dan standar deviasi 9.39. Lebih tinggi dari pada pre – test dengan nilai rata-rata 53.19 dan standar deviasi 7.95 yang dapat diklasifikasikan "rendah". Hipotesis penelitian menyatakan ada perbedaan signifikan antara kemampuan berbicara siswa kelas 8 SMP N 3 sebelum dan sesudah diajar menggunakan picture narrating pada tahun ajaran 2013/ 2014. Dari perhitungan t – test, t-obtained diketahui 19.7 dan t-critical ±2.021 dengan level signifikan(α) .05 dan degree of freedom 38. T-obtained lebih besar dari t-critical. Jadi, penulis menolak H_0(null hypothesis) dan menerima H_1(alternative hypothesis) karena t-obtained jatuh di wilayah kritis. Sehingga penulis menyimpulkan bahwa ada perbedaan signifikan antara kemampuan berbicara kelas 8 SMP N 3 Jepara sebelum dan sesudah diajar menggunakan picture narrating pada tahun ajaran 2013/2014.

Berdasarkan hasil diatas, penulis menyarankan bahwa picture narrating efektif digunakan dalam kegiatan berbicara. Dan juga bisa dijadikan solusi bagi guru bahasa inggris sebagai teknik alternative dalam pengajaran berbicara untuk membuat siswa lebih senang pada pelajaran bahasa inggris.

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