

**THE IMPLEMENTATION OF JIGSAWED PICTURES SERIES
AND CONVENTIONAL PICTURES SERIES OF RECOUNT
TEXT TO ELEVATE STUDENTS' SPEAKING SKILL
AT SMPN 4 BANDAR LAMPUNG**

(A
Script)

By
Tiara Anggriani



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

ABSTRACT

THE IMPLEMENTATION OF JIGSAWED-PICTURE SERIES AND CONVENTIONAL PICTURES SERIES RECOUNT TEXT TO ELEVATE STUDENTS' SPEAKING SKILL AT SMPN 4 BANDAR LAMPUNG

By

Tiara Anggriani

Naturally speaking is a unit of communication skill between at least two people and it is a way to express someone's idea orally. In fact, in teaching learning process the teachers do not have good technique for teaching speaking. Thus, there is no improvement in students' speaking skill. This is the chance for the teachers to overcome this problem by providing some creative activities in the classroom.

This research was aimed at finding out whether there is any significant difference in students' speaking achievement between those who are taught by using jigsawed pictures series and conventional pictures series, also to investigate which aspect of speaking will be mostly increased between those who are taught through jigsawed pictures series and conventional pictures series. The sample was two classes of SMPN 4 Bandar Lampung consist of 29 students in experimental and control class. Speaking test was used in this research.

The result showed there is a significant difference of students' speaking achievement between the students who are taught jigsawed pictures series and those taught through conventional pictures series, as seen from the result of the hypothesis which shows that the value of compare means sample t-test is smaller than alpha (sign $< \alpha$, $0.000 < 0.05$). In experimental class, the students' total score increase significantly (77.89), while in control class the total increase (70.68). With respect to aspect of speaking skills, pronunciation most highly increased (14.1), followed by fluency (4.7), and grammar (4.5) respectively. This suggests that jigsawed pictures series provide a statistically significant effect on students speaking skill.

Keywords: *speaking, pictures series, recount text.*

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AND CONVENTIONAL PICTURES SERIES OF RECOUNT
TEXT TO ELEVATE STUDENTS' SPEAKING SKILL
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By

Tiara Anggriani

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree at EESP**

in

**English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

Research Title

**: THE IMPLEMENTATION OF JIGSAWED
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ELEVATE STUDENTS' SPEAKING SKILL
AT SMPN 4 BANDAR LAMPUNG**

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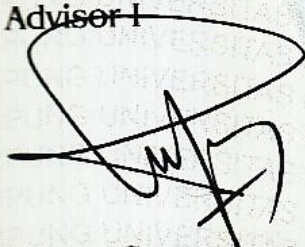
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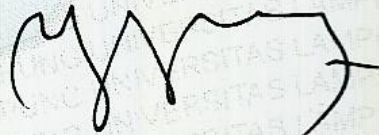
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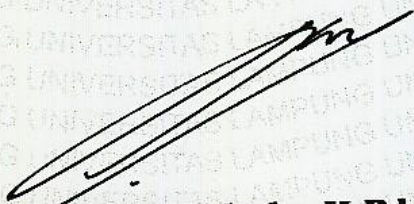
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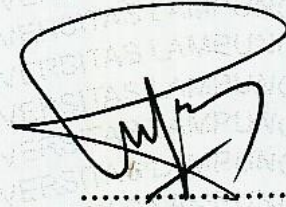


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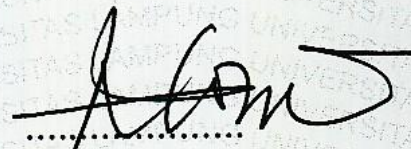
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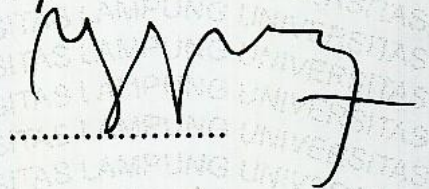
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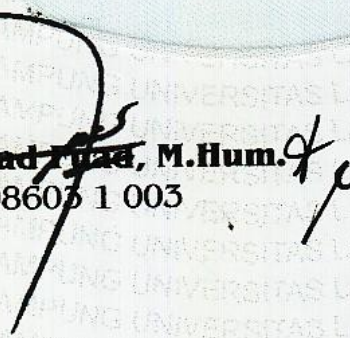


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CURRICULUM VITAE

The researcher's name is Tiara Anggriani was born in Jakarta, August 15th, 1994. She is the third child from four siblings of Hi. Herawati Maschiernie Djeuminahratu and H. Dewangga Nikmatullah.

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DEDICATION

With a bunch of love and appreciation, this script is proudly dedicated to:

My heroes H. Herawati Maschiernie Djeuminahratu and H. Dewangga

Nikmatullah. They are truly the most perfect God gift.

My significant halves Herdeynan Pratama, Dwitya Rilianti, and Nabil Azmi.

Having you all is the greatest blessing in my life.

Another support from teachers, lecturers, my worldwide pals, the incredible major HMJPBS, AIESEC UNILA, members of Bips Class, Rumsyah, Daikem Lovers, Sahabat Super, SEEDS and beloved Almamater Lampung University.

MOTTO

None can dispute about the Signs of Allah but the Unbelievers. Let not, then, their strutting about through the land deceive thee.

(QS. Ghaafir 40:4)

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Bandar Lampung, October 2016
The Researcher

Tiara Anggriani

TABLE OF CONTENTS

	Page
ABSTRACT	i
CURRICULUM VITAE	ii
DEDICATION	iii
MOTTO	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vii
LIST OF TABLE	ix
LIST OF APPENDICES	x
I. INTRODUCTION	
1.1 Background of the Problems	1
1.2 Identification of the Problems	3
1.3 Limitation of the Problems	3
1.4 Formulation of the Question	4
1.5 Objectives	4
1.6 Scope	5
1.7 Significances of Study	5
1.8 Definition of Terms	6
II. LITERATURE REVIEW	
2.1 Concept of Spoken Language	8
2.2 Aspects of Speaking Skills	10
2.3 Text	12
2.4 Teaching Speaking Skills	13
2.5 Jigsaw Technique	14
2.6 Procedure of Applying Jigsaw in the Class	16
2.7 Conventional Pictures Series	17
2.8 Recount Text	19
2.9 Advantages and Disadvantages	20
2.9.1 Advantages and Disadvantages of Using Picture Series...	20
2.9.2 Advantages of Jigsaw	22
2.9.3 Advantages and Disadvantages of Conventional Picture Series	22
2.10 Theoretical Assumption	23
2.11 Hypotheses	24

III. METHODS	
3.1 Research Design	25
3.2 Population and Sample	26
3.3 Research Procedure	26
3.4 Procedure of Data Collecting Technique	28
3.5 Instrument of the Research.....	29
3.6 Validity	29
3.6.1 Validity of Instrument	29
3.6.2 Reliability of the Instrument.....	31
3.7 Scoring Data.....	32
3.8 Hypotheses Testing	33
3.9 Schedule of the Study.....	34
IV. RESULTS AND DISCUSSION	
4.1 Validity of the Test	36
4.2 Reliability of the Test	38
4.3 Teaching and Learning Process	38
4.4 Result of Findings	40
4.5 Result of Hypotheses Testing	42
4.6 Discussion of the Findings	43
V. CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusions	49
5.2 Suggestions	50
REFERENCES	51

LIST OF TABLES

	Page
3.7 Table of Rating Sheet Score and Data Analysis	33
3.9 The Schedule of the Study	35
4.1 Descriptive Statistic of the Result of Validity Test	37
4.2 Descriptive Statistic of the Result of Reliability Test.....	38
4.4 Statistics of Compare Means Sample T-Test.....	41
4.5 Aspect of Speaking of NAM Gain (Posttest-Pretest All Methods)	42

LIST OF APPENDICES

Appendices	Page
1. Lesson Plan 1	52
2. Lesson Plan 2	54
3. Pictures Series	56
4. Speaking Task Pre-test	58
5. Speaking Task Post-test	59
6. Table of Statistics Test	60
7. Transcribe of the Students Jigsawed Picture Series Pre-test.....	61
8. Transcribe of the Students Jigsawed Picture Series Post-test	62
9. Transcribe of the Students Conventional Picture Series Pre-test.....	63
10. Transcribe of the Students Conventional Picture Series Post-test	64
11. Reliability of Pre-test (Jigsawed Picture Series).....	65
Reliability of Post-test (Jigsawed Picture Series)	67
Reliability of Pre-test (Conventional Picture Series).....	69
Reliability of Post-test (Conventional Picture Series)	71
12. Validity Test.....	73

I. INTRODUCTION

This chapter deals with the problem of this study. It consists of; (1.) background of the problems, (2.) identification of the problems, (3.) limitation of the problems, (4.) formulation of the research questions, (5.) objectives of the study, (6.) significances of the study, (7.) scope of the study, and (8.) definition of terms.

1.1 Background of the Problem

Naturally speaking is unit of communication skill between at least two people and it is a way to express someone's idea orally. In fact, in teaching learning process the teachers do not have the good technique for teaching speaking. Thus, there is no improvement in students' speaking skill. This is the chance for the teachers to overcome this problem by providing some creative activities in the classroom. However, today's world requires that goal of teaching speaking should improve students' communicative skill because only on that way students' can express themselves by their argument and opinion, and learn how to follow social and cultural rules appropriately in each communicative circumstance.

Commonly, learning English deals mainly with skills, they are: (1.) listening, (2.) speaking, (3.) reading, and (4.) writing. Among those skills, speaking skills are naturally difficult to be mastered by the students starting from elementary school. This is true because speaking skills include many complex aspects, such as (1.) fluency, (2.) pronunciation, (3.) grammar, (4.) vocabulary, (5.) comprehension.

Unfortunately, during the researcher's observation in SMPN 4 Bandar Lampung during finishing this study, the researcher has found that there were many students show up in the classroom without having developed a confident to speak in English.

In fact, some junior high school students found some difficulties to speak in English. Nugraha (2010), in his study it was found that some students were not able to communicate orally well because they were lack of vocabulary and not confident while speaking in English, and also they needed more practice. Relating to the problems faced by the students above, the student have to be taught to speak English to overcome those problems. The similar study, Nugroho (2015) in SMAN 1 Pagelaran showed that picture series effective to be applied in teaching speaking. Students' speaking skill was increased significantly in three aspects of micro skill; pronunciation, vocabulary, and comprehension. The atmosphere in class became more encouraging to study as well. Hence, the researcher wants to observe at SMP Negeri 4 B.Lampung.

Most teachers teach speaking skills by using picture series as the media. Since, the students usually use book as media to teach, the students turn to be too bored because they just see the written form without looking at the real meaning of what is said in the text. To solve this problem, the teachers should find the other ways to teach speaking to make the students interested. One of them is by using jigsawed picture series. This is due to reason that jigsawed picture series can make the students interested and the students can get the point of the topic early by using this material. Picture series is pictures (in six or more series) which show

participant(s) and sequence of procedures which is used as medium. Picture series usually use to explain about the events in a story.

Referring to the problem above, the researcher intends to apply jigsawed picture series to teach speaking to the students to know which of both media can increase students' speaking skill. Additionally, the researcher would also teach speaking by using conventional picture series and compare the result of score students' speaking skill that had been taught by using jigsawed picture series and conventional-picture series.

1.2 Identification of the Problems

There are some problems usually found in speaking teaching learning process. There are many factors can make many problems emerge. Problems that usually found are as state below:

1. The students are lack of speaking skill
2. Not all of teachers give error correction in speaking form
(oral error correction)
3. Some teachers do not know how much to correct, when to correct, and how to correct.
4. Students need exercise to improve practical situation in classroom.
- 5 Students need some inputs and supports to improve their skill.

1.3 Limitation of the Problems

Based on the identification of the problem, the researcher limited this study on the use of picture series at SMPN 4 Bandar Lampung and also to find out how far it

can contribute in students' speaking skill. The teacher recommended to observe class VIII D for jigsawed-pictures series because they were having more interesting to English. Then, VIII B class for conventional pictures series.

1.4 Formulation of Research Questions

In general, the research question in this study:

1. Is there any significant improvement in students' speaking achievement between those who are taught by jigsawed using picture series and conventional picture series?
2. Which aspects of speaking will be mostly increased between those who are taught through jigsawed picture series and conventional picture series in terms in micro skills?

1.5 Objectives

The objectives of the study are:

1. To find out where there any significant difference in students' speaking achievement between those who are taught by using jigsawed picture series and conventional-picture series.
2. To find out which aspects of speaking will be mostly increased between those who are taught through jigsawed picture series and conventional-picture series.

1.6 Scope

In this study, experimental class was for the students who taught by using jigsawed picture series and control class was for the students who taught by using conventional picture series. The learners based on the curriculum have already studied vocabulary, grammar, pronunciation, comprehension and fluently. In previous semester, furthermore, all of the students it is assumed that in the second grade of SMPN 4 B.Lampung have the same skill in English.

The elements of speaking skills include pronunciation, fluency grammar. The topic picture series was about recount text about special moment in birthday party.

1.7 Significances of the Study

It is expected that uses of this study will result the following points:

1. Practically

a. The Teachers

Through this study, the teachers can use picture series as a media to improve the students's speaking skill.

b. The Students

The implementation of picture series in this study gives students the chance to express their thought, ideas, and imagination to communicate with others.

c. The School

The result of this study can be used as consideration whether the school will implement picture series for all grades of junior high school students.

2. Theoretically

- a. The result of this study will be used to support the previous theory in teaching learning English especially in speaking.

1.8 Definition of Terms

Same definitions used in this study are needed in order to have the same perception crucial the ideas of the terms.

Speaking

Speaking is oral communication which happens between at least two people, speaker and listener that used to deliver or express their idea, message, information or opinion.

Speaking Skill

Speaking skill is the skill to use language fluently and accurately to express meanings to transfer or to get information from other people.

Picture

Picture is an image or likeness of an objects person, place, thing or idea on flat surface by means of drawing, painting, or photography.

Pictures Series

Series of picture is pictures (in six or more series) which show participant(s) and sequence of procedures which is used as medium. Picture series usually use to explain about the events in a story.

Jigsaw Technique

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the puzzle.

Recount Text

Recount text is a kind of text that has purpose to explain about series of events that happened in the past time. That consists of orientation, event, and re-orientation.

Improvement

Improvement means making something or somebody from low skill to good skill. In this study the researcher intends to make the students' speaking skill better which is indicated from the score of pretest and posttest.

II. LITERATURE REVIEW

This chapter discusses about concept of spoken language, aspects of speaking skills, text, teaching speaking skills, jigsaw technique, procedure of applying jigsaw in the class, conventional pictures series, recount text, advantages and disadvantages, theoretical assumption, and hypotheses.

2.1 Concept of Spoken Language

Spoken language is actually a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.

In addition, By Gate views the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that a speech takes place under the pressure of time; secondly, reciprocity conditions connected with a mutual relationship between the interlocutor.

Naturally, spoken skill or speaking skill has two skills such as: (1) micro skills and (2) macro skills. Theoretically, macro and micro skills has their own

implementation in speaking activities. Here are crucial points of macro skills which should be implemented in speaking class.

1. Accomplish communicative functions appropriately according to situations, participants, and goals.
2. Use appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversational rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalisation and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Besides that, micro skills have some basic skills that should be implemented in speaking activities such as:

1. To pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
2. To use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
3. To use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.

4. To put words together in correct word order.
5. To use vocabulary appropriately.
6. To use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
7. To make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
8. To make the main ideas stand out from supporting ideas or information.
9. To make the discourse hang together so that people can follow what you are saying.

In this case, this study mainly focuses on micro skills, consisting of the following aspects of the skills, illustrated as follows:

2.2 Aspects of Speaking Skills

There are three aspects related to the speaking skills as proposed by Heaton (1991) i.e. fluency, pronunciation, and grammar conceptualized as below:

It is explained as follows;

1. Pronunciation

Pronunciation refers to the student's skill to produce comprehensible utterances to fulfill the task requirements. Harmer (2001:28-33) provides more issues related to pronunciation. He suggests pitch, intonation, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended. (Thornbury, 2005:128-129). Here is the explanation and example of pronunciation: (1) sound: we hear (**skiz-uh** m) as well as the older

(**siz-uh** m) for schism, and (**kom-per-uh-buh l**) for comparable, (2) stress is when a word or syllables is pronounced with greater force than other words in the same sentence for example: [d n] ⇒garden ⇒the first syllable is stressed: **garden** and [m d] ⇒meadow ⇒the first syllable is stressed: **meadow**, (3) intonation is variation of pitch when speaking, for example: a. tag questions (when we the speaker is sure that the answer will be “yes”); You /LIVE here, /DON’T you? (the speaker is sure and expects the answer “yes”), b. the last part of alternative questions (after “or”): Do you want /TEA or /COFfee ?.

2. Fluency

According to Gilman (1968: 45) the characteristic of voices is commonly described as: (1) pitch, for example lowing dialog are bolded, and their change in pitch is shown. A line-by-line analysis follows.

Do you know anyone who could help me bake a birthday cake?
 You should ask Sarah. She bakes the best cakes I've ever eaten.

(2) loudness, (3) fluency, (4) duration, and (5) quality.

3. Grammar

According to Syakur(1987) is a rule for students to arrange a correct sentence in conversation. When we speak to other people it means that we express some of our ideas and thought orally, both listener and speaker should understand each other.

It could be clearly noticed that speaking is process building and sharing meaning, in which thought and knowledge are used to express what people would deliver and communicate in different situations. In speaking, there are several aspects that must be dealt with and it could be reference to assess the speaking activity. Some types of speaking activity are also illustrated. In this study, the researcher would be used recount text by using jigsawed picture series and conventional pictures series that can increase students' speaking skill.

2.3 Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words or sentences. Hyland (2004: 6) states that the text is an autonomous object which can be analyzed and described independently of particular context, writer or reader. Text has structure. It is orderly arrangement of words, clauses, and sentences by following the principles which guides the correct of element.

There are two main categories of text namely literary and factual. Literary texts are text constructed to appeal emotion and imagination. For example: stories, movies, scripts, folktales, novels, and lyrics' song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation and discussion. Not all the texts are same. Some factors which accounts for the differences in texts are the purpose for which the text is being used and the language features. Each kind of text is structured in different ways to achieve its purpose. It is

important to understand each type of text. Beside it is needed as an academic purpose, text also requires students to be real social life. To be concrete, the text illustrates the description above.

2.4 Teaching Speaking Skills

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice, so teaching speaking is giving instruction to a person in order to communicate.

Teaching speaking means giving opportunity to learners to enable their selves understood. Teaching Speaking is to teach learners to: (1.) produce speech sound patterns with appropriate words, (2.) Sentences according to the proper social setting, audience, situation and subject matter, and (3.) organize their thoughts in a meaningful and logical sequence (Nunan, 2003).

Nunan (2003:54-56) says that there are five principles for teaching speaking, they are: (1). giving students chance to practice with both fluency and accuracy such as ask them to read aloud a text (2). providing opportunities for students to talk by using group work or pair work such as presentation. (3).planning speaking task that involve negotiation for meaning such as discussion. (4).designing classroom activities that involve guidance and practice in both transactional and interaction speaking such as conversation.

In brief, teaching speaking means giving the opportunity of students to study about: (1) how to combine their ideas and thoughts. Moreover, it is also about (2) how students selecting the words and sentences orally which appropriate to their

social setting. Teaching speaking is the way for students to make an interaction to another person in any situation by means of using correct pronunciation, fluency, and grammar.

2.5 Jigsaw Technique

Jigsaw technique has been studied and invented by Aronson friends at John Hopkins University as cooperative learning technique. According to Lie (2004:69) this technique can be used for teaching reading, listening, writing, and speaking.

Jigsaw means an instructional technique that promotes co-operative learning in creating or in learning content. It is based on dividing a task among students so that they must pool their contributions to complete an assignment.

Arends (1997) states that Jigsaw technique is one of the type cooperative learning which consists of several members in one group who are responsible for part of the material and can teach the material to other members in this group. In this jigsaw technique the teacher pays attention to the student's schemata or background and the teacher should help the students to be active in teaching learning process, so the materials have more meaning. The students have many chances to share their ideas and knowledge to find some information and build their communication skill.

By using this technique, the teacher assign different mini topic to each member of a team. The students research their assigned mini topic, then meet in expert group with members of other team assigned to the same mini topic to discuss refines their understanding of subject. Team's member returns to their original groups to

each the mini topics to entire team. The example of jigsaw technique works: students in English class are divided into small groups of five or six students each. Suppose their task is to learn about World War II. In one jigsaw group, Sarah responsible for reaching Hitler's rise to power in pre – war Germany. Another members of the group, Budi, is assigned to cover concentration camps; Rudi is assigned Britain's role in the war; Mely is to research the contribution of the Soviet Union, Anton will handle Japan's entry into the war; Shinta will read about the development of the atomic bomb. Eventually each student will come back to her or his jigsaw group and will try to present a well – organized report to the group. The situation is specially structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Thus, if Anton doesn't like Rudi, or if he thinks Sarah is a nerd and tunes her out or makes fun of her, he cannot possibly do well on the test that follows.

The benefit of jigsaw technique is first and foremost; it is a remarkably efficient way to learn the material. But even more important, the jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone work well together as a team.

2.6 Procedure of Applying Jigsaw in the Class

In line with the principles according to Brown (2001), the researcher modifies the procedure of teaching speaking through Jigsaw Method in the class as follows:

Pre activity

- Teacher greets the students.
- The teacher checks the students' attendance list.
- The teacher asks the student to divide into a 5 person jigsaw group.

The group should be diverse in terms of ethnicity, gender, ability, and race.

- One student should be appointed as the group leader. This person should initially be the most mature student in the group.
- The teacher gives different topics about discussion text to the students.
- The teacher asks the student to each group to analyze and discuss about the issue, arguments for, arguments against and conclusion or recommendation in every group.

While Activity

- The teacher asks the students come back to their jigsaw group.
- Students present their segment to the group. Other members are encouraged to ask question for clarification.
- The teacher examine from group to group in order to observe the process.

Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.

Post Activity

- The teacher gives the quiz (posttest) about discussion text, that is the student must present their jigsaw group in front of the class at the end so students realize that the sessions are not just for fun and games, but that they really count and comprehend therefore the students can apply the way how to discuss in every day life.

Hence, the implication of jigsawed pictures series that the researcher would be given in this study is about special moments in birthday party. The speaking text is naturally the application of recount text.

2.7 Conventional Pictures Series

Picture is one of the visual aids that are used by the teacher in teaching learning process. There are some kinds of pictures that are used by the teacher such as a picture, picture series, and so on. In this paper, the researcher tries to implement picture series as an alternative way in teaching learning process. As Wright (1989) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. A picture consists of meanings and messages that will be presented. It depends on students' own imagination or thought to produce the words related to the picture.

Arranging a picture series is one way to be used for developing words as well as other skills. The primary advantage of using picture series is that it is enjoyable for the students because it can encourage them to create activity in guessing the messages from the picture based on their imagination. Another, it can vary the

teacher's techniques in creating the atmosphere in the classroom as a real condition.

A picture is used to substitute the real things. The students can recognize and compare the words and the real things. The first function of the use of picture series is that the students are able to see the picture clearly and distinctly. The second is that the students can understand the content of the whole pictures because the first picture is related to the second picture and so on. It can build up the students 'motivation in learning English text.

As the students are shown the picture series they are expected to be more exciting in learning English as picture series gives students portrait that helps them in learning speaking by comparing the words and the real things. These three picture series help students in learning speaking. The picture series will help students in expressing ideas because the picture series consists of pictures that are related to activities which are familiar to them. As Lado (1977:240) states that speaking is described as a skill to converse or to express a sequence of ideas fluently. The pictures are set up in sequence so that students by learning with this media will be able to express the ideas in sequence fluently.

Furthermore, previous study conducted by Luki Nugroho in SMAN 1 Pagelaran showed that picture series is effective to be applied in teaching speaking. Students' speaking skill was increased significantly in three aspects of micro skill; pronunciation, vocabulary, and comprehension. This study also shows students motivation in joining the teaching learning during the treatments increased. The

atmosphere in class became more encouraging to study. Students were more active to participate in class activities.

The implication of conventional pictures series that the researcher would be given in this study is about special moments in birthday party. The speaking text is naturally the application of recount text as well.

2.8 Recount Text

Recount text is one of the texts that have purpose to explain about an event that happened in the past time, for example an accident, activities report, experience, etc. Since the even happened in the past time, the tense used to tell the idea is simple past tense. Beside the simple past tense, Recount Text has one main characteristic that is the uses of conjunction *after*, *then*, *finally*, etc. The purpose of recount, on the other hand, is to tell what happened in the past.

To achieve its purpose, the text moves through a different set of stages:

- a. An orientation letting the reader know who is involved, where, when, etc.
- b. Retelling of a series of events in chronological sequence.

Recount is one kind of text which is used and written in

- a. Personal letter (not incitation)
- b. Biography/autobiography
- c. Journal reports
- d. Police reports
- e. Sport reports
- f. History

Recount Text has three main factors, they are:

- a. *Orientation*: telling about people or things which have done or have participated inside, with times, places, situation, etc.
- b. *List of an Event*: in accordance of the steps of an event.
- c. *Re-orientation or personal comment*: not always there (optional): summary the event.

According to Derewianka (1990), the focus is on a sequence of events, all of which relate to a particular occasion. The recount generally begins with an *orientation*, giving the reader the background information needed to understand the text (i.e., *who* was involved, *where* it happened, *when* it happened). Then, The Recount unfolds with a *series of events* ordered chronological sequence. At various stages there may be some *personal comment* on the incident (e.g., we had a wonderful time).

2.9 Advantages and Disadvantages

There are advantages and disadvantages in applying these materials, they are:

2.9.1 Advantages and Disadvantages of Using Picture Series

Using picture series in teaching speaking has advantages and disadvantages. The following are the advantages and disadvantages of using picture series in teaching speaking:

The Advantages of Using Series Pictures in Language Teaching:

1. Using series pictures can change the mood in the class room, the class becomes more student-centered, enabling the teacher to change role from instructor to monitor/facilitator.
2. Students can practice their own language before they perform in front of the classroom, that makes them feel enjoy and not embarrassed to present their ideas.
3. Teachers can tailor-make the content of the activity to provide suitable practice of the language items being taught.
4. Picture series can help students understand something happens in sequence since picture can represent place, object, people, etc.
5. Picture series can guide students on vocabulary, and organisation.
6. Picture series can give visualize information brought by the teacher. Information that is brought by teacher can be easily understood by students if it is also shown in picture so what the students listen is also seen. The students' memory about the information will be stronger.

The Disadvantages of Using Series Pictures in Language Teaching

1. The noisy condition wil make the teacher difficult to control the students.
2. The students are more active to play in class. The teacher has to control the students one by one.

2.9.2 Advantages of Jigsaw Technique

According to Arronson (2000) the advantages of Jigsaw Method are:

- a. It is an efficient way to learn the material.
- b. Builds a depth of knowledge
- c. Discloses a student's own understanding and resolves misunderstanding
- d. Builds on conceptual understanding
- e. Develops teamwork and cooperative

There are some disadvantages of using Jigsaw Method (Arronson:2000). They are:

- a. Uneven time in expert groups
- b. Students must be trained in this method of learning.
- c. Requires an equal number of groups.
- d. Classroom management can become a problem.

Briefly, in the teaching learning activities, every single method or media always have the advantages and the disadvantages. It was natural, but jigsawed picture series have more advantages then disadvantages. Because of that the researcher used this media in this study.

2.9.3 Advantages and disadvantages of Conventional Pictures Series

Basically, using conventional pictures series have several advantages in teaching learning process, such as : (1) the language is easier than used jigsaw technique, (2) get clear objectives to develop, (3) it is adapted for a particular aspect, (4)

useful and focused on what students are learning at the point, and (5) easy to find and preparation is not consuming time.

Disadvantages of Conventional Pictures Series

Besides that, the use of conventional pictures series has been considered to have some weaknesses. That are, the noisy condition made the teacher difficult to control the students. The students were more active to play in class. The teacher had to control the students one by one.

2.10 Theoretical Assumption

There was possible teaching recount text through jigsawed picture series and conventional picture series can increase students speaking skill. From the frame of theory and explanation above, it could be assumed that applying jigsawed picture series and conventional picture series on teaching speaking can give positive effect in increasing students' speaking skill and it can also increase three aspects of speaking; pronunciation, fluency, and grammar. Jigsawed picture series can give the students easier to communicate. By utilizing in recount text in speaking, it is assumed that students can create the interaction with others and able to communicate some information. Thus, the students would be able to communicate well. As the result, students' speaking skill can be increased.

2.11 Hypotheses

The theoretical assumption above leads to the following hypotheses:

1. There is a significant difference in the students' speaking skill between jigsawed pictures series and conventional pictures series.
2. Aspect of speaking will be different between who are taught through jigsawed pictures series and conventional pictures series is pronunciation.

III. METHODS

This chapter will discuss about design, population and sample, research procedure, procedure of data collecting technique, instruments, validity and reliability of instruments, scoring criteria, data analysis, and hypotheses testing.

3.1 Design of the Research

This study was intended to find out where there any significant difference of the students' speaking recount text skill after being taught by using jigsawed pictures series and conventional pictures series and to find which kind of those most different. Besides that, to find out aspects of speaking would be the most different after being taught through jigsawed picture series and conventional pictures series. In conducted the research, the researcher used true experimental design by giving different topics for each treatment in every test. The researcher used two classes in which the students would be given two times treatment and two times tests. According to (Hatch and Farhady, 1982), the formulated is:

$$G1 = T1 X1 T2$$
$$G2 = T1 X2 T2$$

G1 : Experimental class

G2 : Control class

T : Test

X : Treatment

3.2 Population and Sample

The population of this study was the second year students of SMPN 4 Bandar Lampung in academic year of 2015/2016. There were two classes as the sample of the study. The class was VIII D that consist of 29 students as experimental class and VIII B that consists of 29 students as control class because D class more potensial than class B. In this study, experimental class was for the students who taught by using jigsawed pictures series and control class was for the students who taught by using conventional pictures series. After choosing the experimental class and control class the groups were given different topic about jigsawed picture series and conventional pictures series. This was aimed to make easily looking for which one of both materials could increase students' speaking achievement.

3.3 Research Procedures

In collecting the data, the researcher following procedures are used; they are:

1. Pre-test

The pre-test was administered in order to find out the students' basic speaking skill. It required 90 minutes for the pre-test. In this test, the researcher provided some topics to be chosen by the students to spoke orally. The topics provided are daily acitvity in the morning, birthday party, or holiday. The most chosen topic was birthday party.

2. Treatment

Treatments were conducted after the pre-test to teach the students by using jigsawed pictures series and conventional pictures series. There were two times treatments. The researcher taught the students aimed to accomplish the objectives as stated in lesson plan. There were two lesson plans to be implemented for four meetings.

3. Post-test

Post-test was administrated after giving two treatments to find out which technique is better and to find out which kinds of the aspects of speaking skills are increased by using of jigsawed pictures series and conventional pictures series. The subskills were pronunciation, fluency and grammar. The results could be seen from the average scores of pre-test and post-test.

4. Recording

The recording activities were done in order to transcribe the students' speaking skill during the test by using jigsawed pictures series and conventional pictures series. It would be used to help the researcher in scoring the students' speaking test. So, if the researcher would slip the students' skill during the test, the researcher could replay the record.

5. Transcription

This study used the data of the students' speaking skill from the audio recording that were conducted in order to investigate the students' increasing by analyzing the transcript and to help in scoring.

3.4 Procedure of Data Collecting Technique

The procedure of data collecting technique was done as follow:

1. Finding and selecting the materials.

In this stage, the researcher would use some topics of both jigsawed pictures series and conventional pictures series. The topics were taken from google images based on the teaching and learning syllabus.

2. Conducting treatment by using jigsawed pictures series and conventional pictures series.

For jigsawed pictures series, the teacher and researcher created jigsaw class in one meeting (2 x 45 minutes) in VIII D. This class is called the experimental class. Before the treatment the students did the pre-test. The chosen topic for jigsaw class was birthday party. The pictures series are about recount events (six segments) in the birthday celebration. In Jigsaw class the researcher tried enable each student to have a cooperative learning of a "home" group to specialize in one aspect of a topic. While for conventional pictures series in VIII B, the teacher kept the natural atmosphere of the class. The teacher showed the same birthday pictures

series of jigsaw class. The treatment was done in one meeting (2 x 45 minutes).

3. Analyzing the data.

After scoring students' work, the researcher would compare the result based on jigsawed picture series and conventional pictures series to find out the increase to elevate students' speaking skill.

3.5 Instrument of the Research

Naturally to gain the objective data, this study applied one kind of instrument:

Speaking Test

The speaking test of this researcher conducted to find out the student's competence in delivering verbally their ideas and information that they obtain from recount pictures and to find out which one for both types that would be the increase to elevate the students' speaking skill. The students will be requested to speak recount text in the front of the class.

3.6. Validity and Reliability

In this study the instrument of the research is valued in terms of validity and reliability.

3.6.1. Validity of the Instrument

Validity is a matter of relevance. A test is said to be valid to the extent that it measures what is supposed to measure. This means that it relates directly to the purpose of the test. There are several types of validity according to the different of this test. But in this study, the researcher only used content validity and construct

validity. Content validity is concern with whether or not the content of the test is sufficiently representative and comprehensive for the test to be valid measure it is supposed to measure. In content validity, the materials would be given by the curriculum used. In this case, the researcher would gave recount text that supposed to comprehend by the second year students of junior high school.

To get the content validity of speaking test, the researcher tried to arrange the materials based on the objective of teaching in syllabus for second grade of senior high school students. Construct validity is concern with wheather the test in line with the theory of what it means to know the language that is being measured, it would examine whether the test questions actually reflect what it means to know a language. If a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skill.

The researcher used construct validity to arrange the materials based on the objective of teaching in syllabus for second grade students of junior high school, the formulated of test by the concept of speaking skill. The validity test was done using bivariate correlation test to get T-pearson correlation. Here, T-table of 29 participants is 0.367. If T-Pearson Correlation $>$ T table 0.367, it means the instrument is valid and can be used for the experiment.

3.6.2 Reliability of the Instrument

In this study, in order to find reliability of the data, inter-rater reliability was used. It means there would be two ratters to judge students' speaking performance. The first ratter is the researcher herself and the second ratter is the English teacher of the sample. Both of them discussed the speaking criteria in order to obtain reliable result of the test.

Inter-rater reliability of the tests examined by using statistical measurement:

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Notes:

R : Reliability of the test

N : Number of students

d^1 : The difference between R1 and R2

d^2 : The square of d^1

1 – 6 : Constant number

(Shohamy, 1985: 213)

The standard of reliability

A. a very low reliability ranges from 0.00 to 0.19

B. a low reliability ranges from 0.20 to 0.39

C. an average reliability ranges from 0.40 to 0.59

D. a high reliability ranges from 0.60 to 0.79

E. a very high reliability ranges from 0.80 to 1.00

(Slamet, 1998 in Susan, 2001)

3.7 Scoring Data

Three aspects that was evaluated: pronunciation, fluency, and grammar.

Aspects of speaking	Rating scales	Description
Pronunciation	31-35	Speech is fluent and effortless as that native speaker.
	26-30	Always intelligible though one is conscious of a definite accent.
	21-25	Pronunciation problems necessitate concentrated listening and Occasionally lead to understanding.
	16-20	Very hard to understand because of pronunciation problem most. Frequently be asked to repeat.
	10-15	Pronunciation problem so severe as to make speech unintelligible.
Fluency	31-35	Use of vocabulary and idiom virtually that is of native speaker.
	26-30	Sometimes use inappropriate terms and must rephrase ideas, because of inadequate vocabulary.
	21-25	Frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary.
	16-20	Misuse of words and very limited vocabulary make comprehension quite difficult.
	10-15	Vocabulary limitations so extreme as to make conversation virtually impossible.
Grammar	27-35	Makes few (if any) noticeable errors of grammar or word order.
	23-26	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	19-22	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	15-18	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict her/himself to basic patterns.
	10-14	Errors in grammar and word order so severe as to make speech virtually unintelligible.

Table 3.7 Scoring Data

S' Code	Pron. (1-35)	Fluent. (1-30)	Gram. (1-35)	Total (1-100)
1				
2				
3				

The researcher would compute the students' score in order to find out the students' micro speaking skill in recount text speaking by using jigsawed pictures series and conventional pictures series:

1. Scoring the test and tabulate the result based on Heaton (1991).
2. Finding the mean of test, as follows:

$$m = \frac{\sum d}{N}$$

m : Mean
d : Total score of students
N : Number of students

3. Drawing conclusion from tabulated result of the test given by comparing the mean of test of jigsawed pictures series and conventional pictures series.

3.8 Hypotheses Testing

The researcher analyzed them in order to find out whether there were increasing in the students' speaking skill or not after the treatment. The researcher would use measure T-test to find out the increasing of the treatment effect. The formulation could be seen as follows:

$$t = t \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \quad \text{and} \quad x^2 d = d^2 - \left(\frac{\sum d}{N}\right)^2$$

- t : Test
- Md : Mean
- xd : Deviation of each subject (d - Md)
- x²d : Total of quadratic deviation
- N : Subject on sample

(Arikunto, 2010: 349-350)

The criteria are:

H₀ : There is no significant different of the students' recount speaking skill after being taught by jigsawed pictures series and conventional pictures series.

The criteria is Ho (null hypotheses) is accepted if alpha level is higher than 0.05 (> 0.05)

H₁ : There is significant different of the students' recount speaking skill after being taught by jigsawed pictures series and conventional pictures series. The criteria H₁ is accepted if alpha level is lower than 0.05(< 0.05).

3.9 The Schedule of the Study

Practically, the observation during finished this study is about one months and conducted four meetings. The table below shows the schedule of the study.

3.9 Table of Schedule

NO	Date	Activity	Group
1	Monday, 9 th May 2016	Pre Test	Experimental (Jigsawed Pictures Series)
2	Wednesday, 11 th May 2016	Treatment	Experimental (Jigsawed Picture Series)
3	Monday, 16 th May 2016	Treatment	Experimental (Jigsawed Picture Series)
4	Wednesday, 18 th May 2016	Post Test	Experimental (Jigsawed Pictures Series)
5	Monday, 9 th May 2016	Pre Test	Control (Conventional Pictures Series)
6	Wednesday, 11 th May 2016	Treatment	Control (Conventional Pictures Series)
7	Monday, 16 th May 2016	Treatment	Control (Conventional Pictures Series)
8	Wednesday, 18 th May 2016	Post Test	Control (Conventional Pictures Series)

V. CONCLUSIONS AND SUGGESTION

In this chapter, the researcher presents the conclusions of the study and suggestions for the readers.

5.1 Conclusions

After conducting the study at eight grade of SMPN 4 Bandar Lampung and analyzing the data, the researcher draws the conclusions as follow: Jigsawed Pictures Series may give positive effect for students in Indonesia to elevate students' speaking achievement. The previous study that applied for this research prove that pictures series can help the students to increase their speaking achievement in senior high school. Furthermore, the result of this study shows that pictures series gives positive effect for students in junior high school through jigsaw and conventional method. There is a significant difference of students' speaking achievement between the students who are taught jigsawed pictures series and those taught through conventional pictures series, as seen from the result of the hypothesis which shows that the value of compare means sample t-test is smaller than alpha ($\text{sign} < , 0.000 < 0.05$). In experimental class, the students' total score increase significantly 77.89, while in control class the total increase 70.68 since they were spontaneously encouraged to produce communicative sentence.

Whereas, in control class who were taught using conventional pictures series were inactive because they did not master vocabulary yet in order to elaborate their ideas and too bored while used the textbook related to the topic given by the teacher or researcher. In contrast to the control class, the students in experimental class were active to participate in the classroom by showing their speaking skills to their friends, in giving suggestion, question, and answer. This also indicated the gain of jigsawed pictures series naturally was better than conventional pictures series. The result of this study showed that the aspects of speaking subskills that increase the most in term of micro skills ranging from the highest to the lowest aspects are: (1) pronunciation, (2) fluency, and (3) grammar. It can be seen from the gain analysis of each aspect of speaking in both jigsawed pictures series and conventional pictures series.

5.2 Suggestions

In reference to the conclusion above, the researcher recommends some suggestions as follow:

1. Since the students have the lowest score in production, it is necessary for the teacher to increase their students' grammar by doing some activities in the class; for example, assigning the students to work in groups, then perform in front of the class. The teacher gives suggestions immediately about the weakness.
2. It is necessary for teacher to give the opportunity for students by the task from different perspectives to make positive atmosphere, using a variety of resources in order to elevate their confidence and competence in speaking.

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