ABSTRACT

THE USE OF PICTURE SERIES TO IMPROVE STUDENTS' SPEAKING SKILL IN TEACHING RECOUNT TEXT AT THE FIRST GRADE OF SMA KARTIKATAMA METRO

By

Erin Cahya Fadillia

Speaking is one of language skills which is considered difficult for the learners. It is because speaking skill includes many complex aspects. And also, the students have difficulty in expressing their ideas. Due to that matter, this research proposed picture series technique to improve students' speaking skill. The aims of this study are to find out whether there was any significant improvement on students' speaking skill after being taught by using picture series and to investigate which aspect of speaking skill improved the most and the least after being taught by using picture series.

This research is quantitative research. The design used was one group pretest posttest with 19 students of 10 IPA 2 at SMA Kartikatama Metro in 2018/2019 academic year as the subject. The speaking test was used as the instrument. The data in form of scores were analyzed by using Paired Sample t-test.

The result showed there was statistically significant improvement of the students' speaking skill in recount text viewed from pretest score to the posttest score (33.15 to 66) after they were taught by using picture series. The result also shows that comprehension was the aspect that improved the most and pronunciation improved the least. Comprehension improved the most because most of the students were able to understand the teachers' intention in general meaning, it means that the students could understand well the whole story. Besides, pronunciation improved the least because the students pronounced many words wrongly that became the fossilization in the students' mind.

It can be concluded that teaching recount text by using picture series can be applied to students at SMA level to develop their speaking skill and recommended as one of references to teach English in speaking class.

Keywords: picture series, speaking skill, recount text, aspects of speaking.