

THESIS

**THE USE OF PICTURES TO IMPROVE SPEAKING
ABILITY OF THE EIGHTH GRADE STUDENTS OF SMPN
16 KUPANG IN THE SCHOOL YEAR 2017/2018**



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**TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
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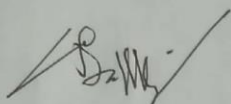
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**ENGLISH EDUCATION STUDY PROGRAM
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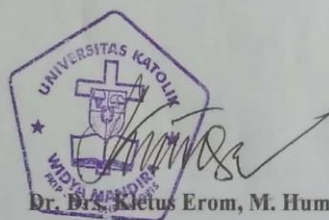
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Acknowledge

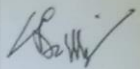
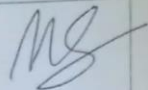
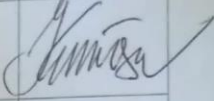
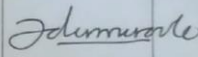
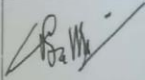
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This thesis was defended on may 7th 2018

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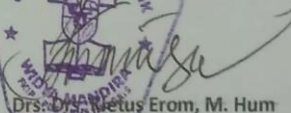

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MOTTO

WITHOUT GOD I AM NOTHING

(FRANCISCA C. CARVALHO)

DEDICATION

This thesis is particularly dedicated to:

- 1. My beloved parents (Francisco Carvalho and Dominggas C. Martins)**
- 2. My big brother (Albano Correia Carvalho)**
- 3. My beloved brothers and sisters (Abrao, Thomsis, Markus, Candy, Merry and Ocha)**
- 4. And all my families, friends, who are very attentive to the success of my study.**
- 5. My beloved Almamater Widya Mandira Catholic University.**

ACKNOWLEDGMENT

First and foremost, the writer praises the Almighty God for His affection, power and protection in her life especially during the process of writing this thesis. Realizing that the writing could be completed by the assistance and contributions from others, the writer then would like to express her sincere thanks and appreciation to them.

1. Dr. Damianus Talok, MA as the Dean of Teacher Training and Educational Science Faculty for all administrative affairs so this study can be conducted.
2. Dr. Drs. Kletus Erom, M.Hum. The Head of English Study Program who gave permission to the writer to hold this study.
3. P. Paul Asa, SVD. Mag. TESOL, M.Pd the first advisor and Maria G. Djehatu, S.pd., M.pd the second advisor for their guidance, motivation, advice, support, and criticism during the process of writing until the accomplishment of this thesis.
4. Dr. Drs. Kletus Erom, M. Hum the first examiner and Yohanis Nurak Siwa, S.Pd., M.Pd as the second examiner for their correction and suggestion in proposal seminar and thesis examination for the improvement of this writing.
5. All of the lectures of Widya Mandira Catholic University especially the lectures of the English Study Program, for the time and for providing the writer with knowledge, experience, and skill during her study at Widya Mandira Catholic University and also Mrs. Merry the staff of English Education Study Program for her administrator assistance.
6. Benny Mauko, S.Pd, M.Hum the headmaster of SMPN 16 Kupang who allowed and gave the writer opportunity to conduct this study at the eighth grade students

of SMPN 16 Kupang and Mrs. Racher Riwu as the English teacher who helped the writer during the research.

7. All the eighth grade students of SMPN 16 Kupang in the school year 2017/2018 for their participation during the data collection especially the eighth grade students of class VIII A.
8. The writers beloved parents Francisco Carvalho and Dominggas Correia Martins. Her sisters Candy, Merry, and Ocha, her brothers Albano, Abrao, Thomsis, and Markus.
9. All the AGP crew for their contributions and love during her study in the university.
10. All her best friends of Labens crew Enny Maubanu, Nelcy Sepu, Dita Dohu, Ina Huriubu, and Ambu Lalupanda, Elna Igo, Linda Scholastika, Erma Tefa.
11. All friends at English Department, particularly those who enrolled in the year of 2014 for their support and love during the study.

For all who have contributed through their own ways, the writer would like to express that there is no valuable gift, but only prayer for you and may God always bless you all.

Kupang, 2018

The writer

ABSTRACT

This study is entitled '**The Use of Describing Pictures to Improve Speaking Ability of The Eighth Grade Students of SMP Negeri 16 Kupang in the School Year 2017/2018**'. This study is conducted to answer the following questions: (1) How is pictures implemented to improve speaking ability of the eighth grade students of SMPN 16 Kupang in school year 2017/2018 ?(2) Are the eighth grade students of SMPN 16 Kupang in school year 2017/2018 able to describe pictures properly? This study is limited in three aspects as proposed by Hughes in terms of Pronunciation, Grammar, and Vocabulary. This study was classified as Classroom Action Research (CAR). This study was conducted in two cycles. It consists of: planning, acting, observing, and reflecting. The instruments used in this study are post-test and class performance. Based on the analysis data of the writer concludes that (1) describing pictures was implemented in pre-test and post-test where exercises by using describing pictures were used to train students' speaking ability. In those exercises the writer gave corrections to students' in pronunciation, grammar, vocabulary. In pre-test, students spoke but many errors were made. The writer was happy that all of them described the pictures. But the end of class the writer highlighted their mistakes. This was done to help them to have better speaking performance in cycle 1. When conducting cycle 1, the students became more careful during speaking because they have learnt about their about their errors. The results of post-test 1 showed that their speaking was improved. The improvement happened because during exercising, the writer reminded them to use correct simple present tense and correct their pronunciation. (2) The eighth grade students of SMPN 16 Kupang in school year 2017/2018 are able to describe pictures to improve their speaking ability. They are as follows. The students' level of speaking in pre-test is below average (6,75) while in the post-test 1 is above average (14,6). The pre-test given with pictures in teaching speaking, while in post-test 1 applying with the same pictures but different questions in teaching speaking. Based on the result of the study the writer would like to propose some suggestions as follows: 1) The English teacher of the researched school should pay attention to students' needs and characteristic by giving them describing picture to make them easier to speak English. 2) The English teacher should be more serious in helping the students to develop their speaking ability in some aspects such as Pronunciation, Grammar, and Vocabulary.

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