

**TEACHING SPEAKING THROUGH PICTURE SERIES AT THE SECOND GRADE OF  
SMK 2 MEI BANDAR LAMPUNG**

**(A Script)**

**By**

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## **ABSTRACT**

### **TEACHING SPEAKING THROUGH PICTURE SERIES AT THE SECOND GRADE OF SMK 2 MEI BANDAR LAMPUNG**

**By**  
**Putri Satya Fatimbhara**

The objectives of this research were to investigate i) whether there is statistically significant increase of students' speaking achievement after the students were taught through picture series, ii) the students' perceptions of the implementing of picture series. This research was conducted at the second grade of SMK 2 Mei Bandar Lampung.

This research was quantitative and qualitative research using One Group Pretest Posttest. The instruments are speaking test and interview session. The researcher has chosen one class as the sample of experimental class. The pretest and posttest were used to compare the difference before and after the students were taught through picture series. The interview was used to explore the students' perceptions of the implementing of picture series. Having collected the data, the researcher analyzed them using Repeated Measure t-test.

The result showed that there was a statistically significant increase of students' speaking achievement with the significant level  $0.005 < 0.05$ . This suggests that picture series facilitates students to improve their achievement in speaking. Furthermore, the result of students' perception toward the implementing of picture series were most of students said that teaching speaking through picture series increases their speaking ability in English.

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SMK 2 MEI BANDAR LAMPUNG**

**By**

*PUTRI SATYA FATIMBHARA*

**A Script**

**Submitted in a Partial Fulfillment of**

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**In**

**The Language and Arts Department of  
Teacher Training and Education Faculty**



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

**2017**

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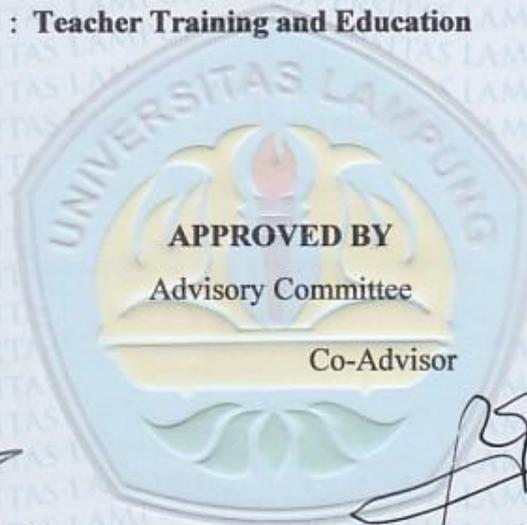
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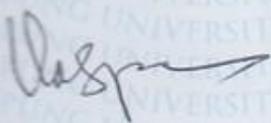
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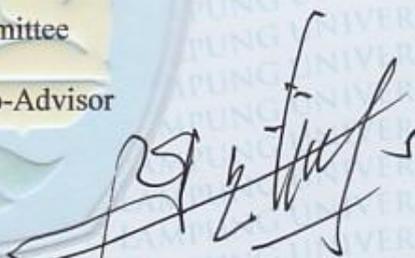
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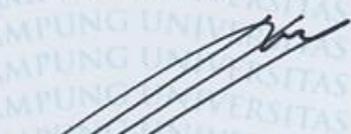
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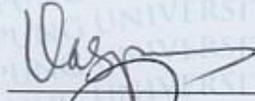
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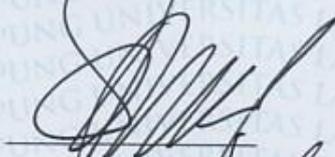
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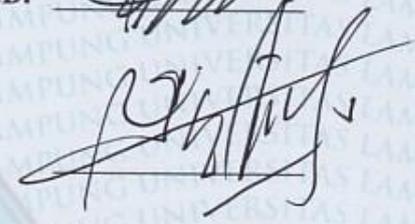
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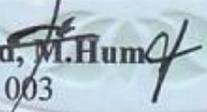
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## **CURRICULUM VITAE**

Putri Satya Fatimbhara was born on March 19<sup>th</sup>, 1995 in Ambon. She is the second child of parents, Sis Mulyono and Fatimah Papalia. She has an old brother and younger sister. Her brother's name is Bayu Mudya Jaya Pradhana and her sister's name is Sitti Muridjah Indah Chahyani.

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**MOTTO**

*“what’s coming will come and we will meet it when it does.”*

*- Hagrid*

**J.K Rowling – Harry Potter**

## **DEDICATION**

This script is proudly dedicated to:

My beloved parents

Sis Mulyono, S.H., M. H., and Fatimah Papalia

My beloved siblings

Bayu Mudya Jaya Pradhana and Sitti Muridjah Indah Chahyani

The Real Brotherhood, English Department 2012

My Almamater

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The writer realizes that this script is far from being perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Bandar Lampung, 1 November 2017

Putri Satya Fatimbhara

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## **I. INTRODUCTION**

This chapter was concerned with the background of the study, this included; introduction which dealt with background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms, classify as followed:

### **1.1 Background of the Problem**

English is a means of communication in science and technology, education, and other activities among nations. Being able to communicate with other people from foreign countries requires the language used by the people. As Richards and Rogers (1986:130) states that language is viewed as a vehicle for communicating meaning and messages. It means that we have to be able to understand other languages to communicate with each other. Teaching English to young learner has been increasing in recent years. English is the first foreign language and it is required to be taught in Elementary up to Universities. In this case, teachers should have good interesting techniques in teaching to get better interaction with the learners.

Most of senior high school graduates are still get difficulties when they use English for communication. As Byrne (1984) states that the senior high school students often have difficulties in speaking although they have studied English for three years

when they are in Junior High School. Most of them are weak in oral communication or speaking.

Speaking skill is the human ability to produce sounds to get a conversation to tell some information. Smith (2005) states that speaking is thinking of what one wishes to say, choosing the right words from the vocabulary, putting the words in the right grammatical framework properly, and communicating the feeling we have. Speaking is communication process between at least two people and speaking is a way to express someone's idea. Speaking is important for the students to practice their capability and their understanding, how to send idea, and how to pronounce the words well. In this case, the students' motivation and interest are very needed to make the process of their understanding more easily, not only the students' motivation and the interest, but also the techniques in teaching from the teacher.

There are several factors that make the students difficult in speaking. The first factor is because the lack of participation from the students in the classroom. The students are more likely to hear what the teacher has explained. As a result, the students will never be trained to speak up and they do not have a chance to practice speaking English. Furthermore, they will feel unconfident when they have to speak English on the other occasion. The second factor is the way that the teacher presents the materials. Most of English teachers are still depend on the text book. Their orientation in learning language is mastering the grammar by answering the questions which is provided on the text book.

Based on the problem above, it seemed important to take an action by using suitable technique which gave the students opportunity to practice in English class. An interesting technique could be a solution and motivated the students to learn English. The students could follow the learning process in the classroom easily and the teacher

could make the classroom more enjoyable for the students. One of the techniques which could be used to help the teachers to teach the students is by using picture series.

The researcher chose picture series as a technique for making the learning process more interesting when they learned about English. Picture series is one of the media to help the learners to recall their imagination into a realistic idea to create an oral form of information. Concerning with previous study the researcher explained the research which appropriate. The research was done by Mafdhuha (2010) with a title “The Effectiveness of Using Sequence Picture as Media of Teaching Speaking to the Student’s Achievement on the Eleventh Year Language Class at MAN Tulungagung 1 2009/2010”. This study had purpose to find whether sequence picture is effective or not for teaching speaking. Here, the researcher used purposive sampling, choosing of a group of subject based on the language ability that viewed from more skill in language. Mafdhuha (2010) took language class student which consisted of 32 students as the sample. As the result, the research found that there was different significant in speaking achievement between the students were taught by using sequence picture as media.

Based on the statements above, the researcher interested in researching, and she entitled her script “Teaching Speaking through Picture Series at the Second Grade of SMK 2 Mei Bandar Lampung 2015/2016”

## **1.2 Formulation of the Problem**

Based on the background, the researcher formulated the research problem as followed:

1. Does picture series significantly increase the students’ speaking achievement?
2. What are the students’ perceptions of the implementation of picture series in speaking class?

### **1.3 Objective of the Research**

The objectives of the research were:

1. To find out if there any significant increase of students' speaking achievement after being taught through Picture Series.
2. To find out the students' perception toward picture series in speaking class.

### **1.4 Uses**

This research was useful both practically and theoretically.

1. Theoretically

The result of this research was expected to verify the previous theory and to give the contribution to the theory of teaching as a reference for next researcher who concentrated in teaching speaking through picture series.

2. Practically

The result of this research could give information to the school teachers an overview of classroom interaction as consideration to create and/or develop and implement the method of teaching speaking through picture series in learning process.

### **1.5 Scope of the Research**

The researcher limited the research on the process of teaching speaking through picture series and the objects were focus on the students' speaking achievement and students' perception toward the implementation of picture series in teaching speaking. The material of the learning was taken from students' handbook used in Senior High School and other sources which were relevant to English curriculum of Senior High School. The subject of this research was the first grade of Senior High School students.

## **1.6 Definition of Key Terms**

**Speaking** is an ability of every student in telling the story in front of the audiences clearly.

**Picture series** is a series of picture that explains about the events in a story.

**Narrative text** is a kind of text to retell the story that past tense.

**A perception is** the students' opinion and impressions based on the teachers' behavior, comment, and evaluation in classroom.

## **II. LITERATURE REVIEW**

This chapter discusses the literature review that is used in this study, such as concept of speaking, concept of teaching speaking, narrative text, procedure of teaching speaking through picture series, advantages and disadvantages of using picture series, and theoretical assumption.

### **2.1. Concept of Speaking**

Speaking is an oral communication that is used to express ideas, feeling and thought among people. Bryne (1998: 8) states that speaking is oral communication between listener and speaker that involves the productive skill and understanding. It means that there are two (or more) people, in which the participants are both hearer and speaker having reacted to what they hear and make the contribution at high speed (Scott in Johnson and Morrow (1981)). In other words, the speaker gives the message to the listener and listener tries to understand the speakers' message.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts

but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

According to Herbert and Eve (1997), speaking is fundamental and instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they will bring just this affect.

Generally, speaking must fulfill several aspects, according to Harris (1974: 84) there are:

### **1. Fluency**

Fluency can be defined as the ability to speak fluently and accurately. Fluency includes a reasonable fast speed of speaking and only a small numbers of pauses. It means that when a person make a dialogue with another person, the other person can give respond well without difficulty.

### **2. Grammar**

It is a rule for students to arrange a correct sentence in conversations. 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.

### **3. Vocabulary**

Nobody can communicate effectively if they do not have sufficient vocabulary. So that, vocabulary means the appropriate diction which is used in communication.

#### **4. Pronunciation**

Pronunciation refers to the ability to produce easily comprehensible articulation. In the other definition, it means that pronunciation is the way for students to produce clearer language when they are speaking.

#### **5. Comprehension**

Heaton (1991) states that comprehension is the ability of understanding the speakers' intention and general meaning. It means that comprehensibility focuses on the students' understanding of the conversation.

### **2.1.1.Types of Speaking**

Brown (2001: 251) says that our language-teaching energy is devoted to instruction in mastering English conversations. He classifies the types of oral language as monologue and dialogue. Monologue is a type of spoken language which involves one speaker uses the language for any length of time, as in speech, lectures, readings, and news broadcasts. Besides, dialogue involved two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In this research, the researcher concern on improving the monologue speaking.

### **2.2. Concept of Teaching Speaking**

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought, and even feeling to other people. The goal of teaching speaking skill is to communicate efficiency. Students should be able to make themselves understand. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.

Chaudron (1998) says that the essence of human language is human activity on the part of the individual to make him understood by another. Using language is also an activity that allows people to communicate with each other. So it is clear that language is very important. The teacher teaches speaking by carrying out the students in certain situations when the topic is being talked about. It should be familiar for the students, so that they can understand about their language needs.

Harris (1974:3) stated that achievement test indicates the extent to which an individual has mastered the specific information. To help the students develop communicative efficiency in speaking, teacher can use a balanced activities approach that combines language input, structured output, and communicative output.

In teaching speaking to get the students contacted and transfer ideas to other people, the teacher should carry out the students in certain situations when the topic is being talked about. Freeman (2000: 127) states that teacher is responsible to establish situations likely to promote communication. So the teacher is not only teaching about what will be spoken, but also about the topic. The topic must be also familiar to the students so they can have an oral communication to describe the topic.

In order to help the students in transferring ideas to other people, developing the topic in communication during the speaking learning, and also learning the language more successfully, language is used as means of acquiring information rather than as an end itself (Richard, 2006: 28). So, learning speaking should be come along with activities which invite students to share or get the idea.

From the explanation above, the researcher realize that in teaching speaking, teacher should engage the students to use the language by conducting activities that involve real communication. The teacher also responsible to establish situation that promote communication and the topic.

### 2.3. Concept of Picture Series

Picture is one of the visual aids which are used by the teacher in teaching learning process. Picture series is a kind of media which belongs to picture category. Yunus (1981:49-53) classifies pictures into three types they are composite picture, picture series and individual picture. These pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story (Yunus, 1981: 49). The researcher tries to implement picture series as an alternative way in teaching learning process. Wright (1989) states that picture 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.

In addition, Bailey (2005:37) states that, in a speaking lesson, pictures and “manipulables” can provide the motivation for talking. Then, he also stated: “Using pictures as the basis of speaking lessons also gives the learners something to talk about, something to focus on other than their own uncertainty with the new language. Whether you use colored photographs from calendars, advertisements cutout from magazines, or pictures you locate on the internet, pictures add interest to speaking lessons and can motivate people to speak.” Bailey (2005:37)

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. In the other hand, it can vary the teachers' 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 picture because the first picture related to the second picture and so on. It also can build up the students' motivation in learning English text.

The content of the whole pictures can be understood because the first picture is related to the second and the second is related to the next picture and so on. Pictures are set in sequence in order to deliver a message that it can represent an event. The sequence of pictures that represent a sequence of events can be taken from various sources, for example from the internet, books, magazine, comic, or capturing a movies. In this research, the researcher will use picture series that is taken from the internet. Picture series that is taken from internet has a simple form. It is well arranged because it consists of pictures that are arranged in sequence.

As the students are shown the picture series they are expected to be more exciting in learning English as picture series gives the students portrait that helps them in learning speaking by comparing the words and the real things. As Lado (1977: 240) state that speaking is described as an ability 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 Nugroho (2015) in SMAN 1 Pagelaran, showed that picture series is effective in teaching speaking. There are three aspects of speaking skill that the students will achieve; pronunciation, vocabulary, and grammar. This study also shows students motivation in joining the teaching learning during the treatments. The atmosphere in the class became more encouraging and the students were more active to participate in class activities. Also the previous study conducted by Litasari (2010) in SMA Negeri 2 Banjarbaru, her thesis state that the appearance of picture series as a technique in teaching writing narrative text has improved the students' writing ability in writing narrative text. Using picture series in

teaching writing has improved the students' writing ability in writing narrative text, since the students' achievement increase after they were taught by using picture series, it increased students' attention while they are asked to write a narrative text, the students were focus to participate the writing lesson while teaching learning activity was happening.

So, the researcher assumes that teaching speaking through picture series can help students' in learning process. The pictures have motivate the students, make the subjects they are dealing with clearer, and illustrate the general idea and forms of an object or action which are particular to a culture. Pictures can also take from magazines, comic books, newspapers, and Internet. In this research, the researcher will use picture series which taken from internet in order to make the students easy to make their own story and retell it in front of the class.

#### **2.4. Narrative Text**

Rebecca (2003) defined a narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors. It is a kind of text to amuse, entertain, and to deal the readers with actual or vicarious experience in different ways.

The generic structure of narrative text: Anderson, M. & Anderson, K. (2003) explained 3 (three) steps in constructing a narrative text. They are orientation, complication, and resolution.

1. Orientation, the writer tells the audience who is in the story, when it is happening, where it is happening, and what is happening.
2. Complication, the writer tells about something that will begin a chain of events.
3. Resolution is the ending of the story; it shows how the characters deal with the problem.

## **2.5. Procedure of Teaching Speaking through Picture Series**

Nation and Newton (2009) elaborate three steps in implementing picture narrating technique either about what actions each of these steps require from teacher or students. They are as following: (1) Providing prior experience, (2) Providing guidance during speaking, and (3) Working in groups to support speaking.

### **1. Providing Prior Experience**

This phase is similar to pre-teaching activity. This phase is aimed to stimulate teaching and learning process by exploring students' experiences and asking students to relate new information to known information and to then make personal associations. This phase can be done by introducing the material that will be given and asking some questions and students' experiences related to the material.

### **2. Providing Guidance during Speaking**

After the students enroll the first phase, they are guided to know more about the material. This can be done through showing the picture sequences, explaining the material using picture sequences and finally telling what the students should do with the picture sequences. Showing the picture sequences is intended to make the students familiar with the pictures and to find out whether they understand with the pictures or not. Explaining the material will cover students' hesitation about the picture until they could follow teachers' instruction, such as compiling jumble sentences, making sentences, organizing story using the pictures and telling the story based on the pictures.

### **3. Working in Groups to Support Speaking**

The last phase is working in groups. Working in groups can be used to increase the amount of time that learners get to speak in the target language during lessons (Nunan, 2003: 55). Working in groups also can be used to generate interactive language, to offers an embracing affective climate and to promote students' responsibility and

autonomy (Brown, 2001: 178). In this phase, the students can work in group of two or more, discuss the tasks given and then share the tasks with other groups.

In this research, the procedure of teaching speaking through picture series in the class is divided into three terms. They are pre-activity, while-activity, and post-activity.

### **1. Pre Activity**

- a) The teacher will shows one picture and ask students to describe it. For example “There is a man and a little pig in the picture. The man brings a stack of straw.”
- b) The teacher keep continue to show the next picture and ask students to describe it as simple as they can.
- c) After that ask the students to make a pairs and give different pictures to each pairs. They are not allow to show the pictures to others pairs.
- d) The teacher explains to the students that every pairs have 5 minutes to write down as many sentences as they can to describe their picture. The teacher will monitor and help the students with any language problems.

### **2. While Activity**

- a) The students will have discussion with their partners to make sentences about the pictures.
- b) After the students finished making the story, the teacher collects the pictures.
- c) The students will make a guess which picture it is that is being described by the teacher, and then the teacher will attach the picture on the whiteboard and write the corresponding number next to each picture.
- d) Then, when the picture and the story are put in the right order, the teacher ask the students whose picture was easiest or more difficult to answer and why.

- e) After that, the students in every pair will re-tell the complete story in front of the class directly.

### **3. Post Activity**

- a) The teacher gives comments and explains necessary things.
- b) The teacher gives a chance to the students to ask question about the material.
- c) The teacher asks the students about the lesson and the problem during the lesson.

## **2.6. Advantages and Disadvantages of Using Picture Series**

Using picture series in teaching speaking has advantages and disadvantages, they are as follows:

### **1. Advantages of Using Picture Series**

- a. Picture is inexpensive, familiar medium of communication. (Klasek (1972)).
- b. Picture series are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. (Wright (1989)).
- c. Pictures have advantages of their own. They can bring the students closed to the very point of visual context with reality itself. (Dale (1969)).
- d. Brown, et. al. (1983) state that pictures may improve the students' visual literacy. For example, pictures may help them to comprehend various abstractions. There are some valuable uses for pictures such as stimulating students' interest and helping readers to understand and remember the content of accompanying verbal materials.

### **2. Disadvantages of Using Picture Series**

The disadvantages of picture technique as quoted by Amelia (2015):

- a. Cannot depict motion as film does

- b. The student sometimes can get misunderstanding the meaning when they speak.
- c. The students find difficulty to pronounce the words well.

The ways to overcome them are:

- a. Teacher should re tell the story as clear as in the video or film.
- b. Teacher should help the students to explain about what is the story tells about and ask the students what they do not know.
- c. Teacher should help the students to pronounce the difficult words or change it to the easy one.

## **2.7 Students' Perception**

Perception as the awareness of things that you have by means of your senses, especially the sense of sight, refers to the cognitive psychological movement. In this movement of constructivism, perception is more than an observation, much more than awareness of things by means of the senses (Tynjala, 1997). It can be said that perception is not only thinking in the logical reasoning, but also in the emotional, feeling, social and motivation.

Students' perceptions are the beliefs or opinions that students have as a result of realizing or noticing something. Students' perceptions are the result of direct experiences in the educational context.

So, based on the explanation above, it can be resumed that perception as pure observations and perceptions as beliefs, opinions, interpretations, ideas, preferences, images and conceptions as a result of experience. In short, perceptions as a constructivist act of creating meaning.

## **2.8. Theoretical Assumption**

Speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they converse with others. However, it becomes a complicated process to the students because they have limited vocabularies and grammar knowledge. Teaching and learning process cannot be separated from the use of media because media are considered as teacher's language. Media are tools that facilitate the tasks of language learning. One of the media that can be used in the teaching and learning process is picture series. Wright (1989) states that picture 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. Therefore, these advantages can be maximally used in teaching and learning of speaking to improve the students' speaking skill.

Considering the need of improving the students' speaking skill, the researcher finds out that the use of picture series in the teaching and learning process can produce any improvements both on the quality and ability of the students speaking skill. Therefore, the researcher intends to conduct the research in SMK 2 Mei Bandar Lampung. She works collaboratively with the English teacher and the eleventh grade students of SMK 2 Mei Bandar Lampung. The collaborative work will be aimed to improve the speaking skill of the tenth grade students at SMK 2 Mei Bandar Lampung.

### **III. METHOD**

In order to answer the research question and achieve the objective of the research, research method should be constructed thoroughly. In this research, the researcher discussed about research design, population and sample, the data collecting techniques, research procedure, criteria of evaluating students' speaking, validity and reliability, technique of data verification, data analysis and hypothesis testing.

#### **3.1. Research Design**

This research was mixed method research. In order to know which aspects that improved the most after being taught through picture series, the researcher would give a speaking test which was used the quantitative research. The students would be given pre-test before treatment, after that the researcher would conduct the post-test. Besides, to know the students' perception toward picture series in speaking class, the researcher would use qualitative research. At the end of the meeting, the researcher would conduct the interview. The researcher used one class as the experimental class. The research design was presented as followed:

#### **T1 X T2**

T1 : Pre-test

X : Treatment

T2 : Post-test

(Setiyadi, 2004: 40)

### **3.2. Population and Sample**

The population of this research was the second grade students of TKR (Teknik Kendaraan Ringan) 2 Industry Class at SMK 2 Mei Bandar Lampung. The researcher chose one class as the sample of this research by using purposive sampling. One class which consists of 37 students was taken as the sample of this research. This research was conducted in three meetings, which are one meeting for the pretest, one meeting for treatment and the last meeting for the posttest and interview session.

### **3.3. Data Collecting Technique**

This researcher would use speaking test and interviewing some students, since the researcher wanted to know which aspect of speaking that improved the most and the students' perception toward picture series. First, the researcher would give the pretest without using a picture. Then, she would teach the students using picture series which would be the treatment. At the end of the meeting, the researcher would give the speaking test as the posttest. The researcher who acted as the teacher would record the students' speaking performance and interview some students. In collecting the data, the researcher used following steps:

#### **3.3.1. Pre-test**

The researcher would give the pretest to 37 students to measure their ability before treatment. The pretest would be given by the researcher to the students and asked them to tell a story without using any pictures. This pretest would be done to know the differences before and after the students being taught through picture series.

### **3.3.2. Treatment**

For the treatment, the researcher would give explanation and example of how to tell a story using picture series. The treatment would be given one time using picture which was given by the researcher.

### **3.3.3 Posttest**

Posttest was used to measure students' achievement after treatment process. The posttest would be done using picture series. The students were asked to make a pair and tell story by looking at the picture. Then, the researcher would score their speaking performance and asked her friend to record it. The time would be provided 1x45 minutes for all students.

### **3.3.4. Recording**

The researcher would ask one of her friend to record the activities and interactions occur during the learning process in speaking class. Yu (2009) said that a choice has to be made of whether to record with video or only audio. The choice depended very much on the purpose of the research. If turn-taking mechanism in the interactions was the focused of the research, then many of the relevant information would lost in an audio recording. Then, the researcher transcribed the data and made the transcription.

### **3.3.5. Interview**

Interviewing is a way to collect data as well as to gain knowledge from individuals. Kvale (1996, p. 14) regarded interviews as “ ... an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.”

Interviews are ways for participants to get involved and talk about their views. In addition, the interviewees are able to discuss their perception and interpretation in regards to a given situation. It was their expression from their point of view. Cohen, Manion and Morrison (2000, p. 267) explain “ ... the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable.”

The researcher had to know and select the appropriate method for addressing the needs of the research question. Then, the researcher had to make a decision and choose the right method for that study. Data collection had its complexities and demands. This article assumed that the right data collection method was interviewing, which “ ... has its own issues and complexities, and demand its own type of rigour” (O’Leary, 2004, p. 162).

In conclusion, to answer the second research question, the researcher interviewed the students to get students’ perceptions toward picture series in speaking class. The researcher would choose 10 students which are 5 students who got the high score in speaking test and 5 others who got the low score in speaking test.

### **3.4. Research Procedures**

The procedures of the research were as follows:

1. Selecting and Determining the Population and Sample.

The population of the research was the students of TKR (Teknik Kendaraan Ringan) 2 Industry Class SMK 2 Mei Bandar Lampung. The sample was one class and there were 37 students in the class. The students age range from 17 to 18 years old.

2. Selecting the Materials.

The researcher would use some pictures series which was suitable for teaching speaking from the internet. The materials of this research were based on the

English Curriculum for vocational high school. The researcher chose to teach speaking through picture series about kid's story.

3. Recording

As the students perform their speaking in front of the class, the researcher would make a record. It was used to help the researcher in scoring the students' speaking test. So, if the researcher slipped the students' performance during the test, the researcher could replay the record.

4. Transcribing the conversations

5. Analyzing the data

6. Interviewing

### **3.5. Technique of data Verification**

In qualitative research, data could be categorized good data if the data were valid. To get validity of data, Creswell (2009: 191) classified the validity of data into eight strategies. Those were:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they were accurate.
3. Use rich, thick description to convey the findings.
4. Clarify the bias means the researcher brings to the study.
5. Also present negative or discrepant information that runs counter to the themes.

6. Spend prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.
8. Use an external auditor to review the entire project.

In this research, the researcher used triangulation technique. Cohen (2000:112) stated “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior”. Thus, triangulation technique meant the researcher used two or more techniques in collecting the data to get validity. The purpose of triangulation was to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there were four techniques in triangulation. Those were: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

#### 1. Source triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

#### 2. Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher’s view in interpreting information and collecting the data, the validity of data can be increased.

#### 3. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000: 113) explained “Methodological triangulation was used the same method on different occasions or different methods on the same object of study”. Thus, methodological triangulation was made different method to get validity of data.

#### 4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that was relevant. Here, the researcher was demanded to have expert judgment to compare the finding of research with the certain theory.

From those types of triangulation, the researcher used methodological triangulation to get validity of data. Besides, the researcher collected the data by using observations which was support by recording and interviewing which was given evidence if the participants were people that was proper to be used as subject of research.

### 3.6. Criteria of Evaluating Students' Speaking

The consideration of criteria for evaluating students' speaking ability was based on the oral rating sheet from Harris (1974) as cited by Maulani (2014). There were five aspects to be tested: pronunciation, vocabulary, fluency, comprehension, and grammar. The form of the test was subjective test since there was no exact answer. In this test the researcher used inter-rater to assess students' performance. The performances would be scored and recorded together by the researcher and. The rater gave the score by recording the students' performances. The researcher recorded the students' utterances because it would help the raters to evaluate more objectively.

#### Table of specification

Aspects of speaking	Rating scales	Description
<b>Pronunciation</b>	5	Speech is fluent and effortless as that native speaker.

	4	Always intelligible though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and Occasionally lead to understanding.
	2	Very hard to understand because of pronunciation problem most Frequently be asked to repeat.
	1	Pronunciation problem so severe as to make speech unintelligible.
<b>Vocabulary</b>	5	Use of vocabulary and idiom virtually that is of native speaker.
	4	Sometimes use inappropriate terms and must rephrase ideas, because of inadequate vocabulary.
	3	Frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
<b>Fluency</b>	5	Speech is fluent and effortless as that of native speaker.
	4	Speed of speech seems rather strongly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant often forced into silence by language problems.
	1	Speech is so halting and fragmentary as to

		make conversation virtually impossible.
<b>Comprehension</b>	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition.
	1	Cannot be said to understand even simple conversation in English.
<b>Grammar</b>	5	Grammar almost entirely in accurate phrases.
	4	Constant errors control of very few major patterns and frequently preventing communication.
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	2	Few errors, with no patterns of failure.
	1	No more than two errors during the dialogue.

The score of each point was multiplied by four, so the highest score is 100. Here is the identification of the scores.

If the students get 5, so  $5 \times 4 = 20$   
 get 4, so  $4 \times 4 = 16$   
 get 3, so  $3 \times 4 = 12$   
 get 2, so  $2 \times 4 = 8$   
 get 1, so  $1 \times 4 = 4$

For example:

A student gets 3 in pronunciation, 4 in vocabulary, 4 in fluency, 3 in grammar, and 4 in comprehension. Therefore, the student's total score would be:

Pronunciation	3 x 4= 12
Vocabulary	4 x 4= 16
Fluency	4 x 4= 16
Grammar	3 x 4= 12
Comprehension	4 x 4= 16
Total	72

It means he gets 72 for speaking.

### 3.6.1 Validity

A test was considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Bynom (Forum, 2001), validity deals with what was tested and degree to which a test measures what was supposed to measure (Longman Dictionary, LTAL). A test must aim to provide true measure of the particular skill which it was intended to measure.

Based on the types of validity, the researcher used content and construct validity because the two were considered to be less needed, both of them explained as follows:

- *Content validity* is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material was given suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test.
- *Construct Validity* is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured; it would be examined whether the test actually reflects what it means to know a language.

In this research the researcher, the pre-test and post-test measure certain aspect based on the indicator. It was examined by referring the aspects that measure with the theories of the aspect namely, pronunciation, vocabulary, fluency, comprehension, and grammar. A table of specification is an instrument that helps the raters plan the test.

The scores of each point are multiplied by four;

Hence, the highest score is 100

Here the identification of the scores

If the students get:

5, so  $5 \times 4 = 20$

4, so  $4 \times 4 = 16$

3, so  $3 \times 4 = 12$

2, so  $2 \times 4 = 8$

1, so  $1 \times 4 = 4$

For instance:

A student got 4 in Pronunciation, 3 in Vocabulary, and 3 in Fluency, 4 in comprehension and 3 in grammar.

Therefore, the student's total score would be:

Pronunciation             $4 \times 4 = 16$

Vocabulary                 $4 \times 4 = 16$

Fluency                     $3 \times 4 = 12$

Comprehension           $4 \times 4 = 16$

Grammar                     $3 \times 4 = 12$

Total                        72

It means he or she got 68 for speaking.

The score of speaking based on five components can be compared in the percentage as follows:

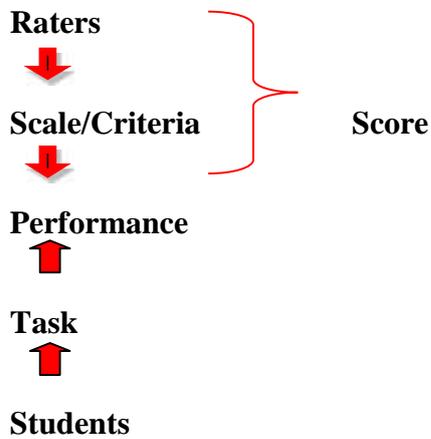
Grammar	20%
Vocabulary	20%
Fluency	20%
Pronunciation	20%
Comprehension	20%
<hr/>	
Total =	100%

### 3.6.2 Reliability

Reliability refers to extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985:70). In achieving the reliability of the pre-test and posttest of speaking, *inter rater reliability* is used in this study. The first rater is the researcher herself and the second rater is the the researcher's friend from the same study program who has been four years studied at English study program in University of Lampung. She got 593 for her TOEFL score. She also focus on speaking in her script.

In achieving the reliability of pre-test and posttest of speaking test, first and second raters discussed and put mind of the speaking criteria in order to obtain the reliable result of the test.

Figure of Interaction in Performance Assessment of Speaking Skills



McNamara (1995)

Besides inter rater reliability that used in this research, the researcher also used the statistical formula for counting the reliability score between the first and second raters.

The statistical formula of reliability is as follow:

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

R = Reliability

N = Number of students

D = the different of rank correlation

1-6 = Constant number

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

- a) A very low reliability (range from 0.00 to 0.19)
- b) A low reliability (range from 0.20 to 0.39)

- c) An average reliability (range from 0.40 to 0.59)
- d) A high reliability (range from 0.60 to 0.79)
- e) A very high reliability (range from 0.80 to 0.100)

(Slameto,1998: 147 in Hayanti, 2010:38)

After calculating the data, the result of the reliability could be seen as the following table:

Rater's Reliability

	<b>Pre-test</b>	<b>Posttest</b>	<b>Criteria</b>
<b>Reliability</b>	0.97	0.90	Very high reliability

From the calculating and the criteria of reliability above, it could be concluded that the reliability of the rater was high, in which it meant that the way of the second's rater of scoring was similar to the researcher's. They have the same scoring system.

### **3.7. The Increase of Students' Speaking Achievement**

The teaching and learning process in this study was conducted in SMK 2 Mei Bandar Lampung at the second grade. This research was conducted to find out whether there was a significant difference before and after being taught by using Picture Series and the students' perception toward the implementation of Picture Series. The researcher took XI 2 TKR Industry class which consisted of 37 students as samples and conducted the research from January 9th, 2017 to January 23rd, 2017.

In the first meeting which was done in XI 2 Industry Class, the researcher started the class by asking the students about descriptive text. The researcher found that the students had already known about descriptive text because it had been taught in the

junior high school and also in the previous lesson. Then, the researcher reviewed the language features in descriptive text. After that, the researcher showed the example of children story with the title, Three Little Pigs. She asked the students if they have ever heard about the story, and what they know about it. In the pre-test, the researcher asked the students to replace a puzzled paragraph about the story of Three Little Pigs without pictures. The students were asked to answer the correct paragraph by speak out loud, and the researcher recorded them. There were so many variety of answers from the students and most of them were wrong.

In the second meeting which was done in the same class, the researcher reviewed about the descriptive text. Then, the researcher gave the illustration of how to tell a story using picture series. After that, the researcher gave every students picture series with the same story from the last meeting. Then, the students were asked to remembered about the paragraph that they have answered from the pre-test, because the pictures was related to the paragraph. After that, the students were asked to make a very simple sentence to describe every pictures before they perform their speaking in front of the class. Besides, the researcher found that for a vocational high school students, it was so difficult for them to make a sentence in English without help from the teacher, because they have never been told to make sentences in English before. So, the researcher tried to help them make simple sentences and make them easier when they do the post-test.

In the last meeting, the researcher gave a speaking test to every students. To make them easier and confident, the test was used the same story but different picture series. Then, the students came in front of the class, brought a piece of picture and describe it as simple as they can. Meanwhile, the researcher and her friend were gave a score as the students performed and recorded it using a handycam. After that, the

researcher choose 10 students to interviewed and asked them about their perception towards the implementation of picture series in speaking.

### **3.8. The Students' Perception of the Implementing of Picture Series**

To get the result of students' perception, the researcher had done the interview session. The process of the interview start by picked 10 students which 5 students who got the high score and 5 students who got the low score. The students were interviewed in pairs, because they were too ashamed if the teacher asked them one by one. To know what are the students' perceptions toward the implementing of Picture Series in Speaking class, for the first question, the researcher asked their opinion about the learning process. Then the next question they were asked about their interest of learn English using picture series in speaking class. After that, in the third question, the researcher asked them about their motivation to keep following the lesson. The fourth question, the researcher asked the students' opinion about picture series, was it make them hard or easy to learn English using picture series. The last question, the research asked the students if learn English using Picture Series improve their speaking skill or not.

The result of the interview showed that most of students were interested and motivated to learn English, especially in speaking using Picture Series. Most students expressed their interested and desire for keep following the learning process while only four or five students were still hard to follow the learning process and did not understand about the material. Of the five students, one said he did not felt that Picture Series helped students to easier to speak English. The rest of the students that were interviewed said that they would feel motivated to learn English if the teacher use some

creative ways in teaching English. Aside from one student, all students like teachers to help them in making sentences.

Students' perception towards the implementing of picture series include 6 categories they are; level of difficulty, stress, interest, self-confidence, motivation and study occasion. Every category were coded with symbol (+) means: easy, relax, confident, interesting, motivational, and facilitated to study occasion, meanwhile (-) means vice versa from the categories. The data related to the six categories could be seen on the Table 4.2 in Appendix page 63.

### 3.9. Data Analysis

To analyze the data of the students' mean score in the pre-test and post-test, the researcher would compute them by using the formula as follows:

$$M = \frac{X}{N}$$

Notes:

M = Mean (the average score)

X = Students score

N = Total number of students

(Arikunto, 1999:68)

Then the mean of pre-test was compared to the mean of post-test to see which method is better. In order to find out whether the students got an improvement, the researcher used the following formula.

$$I = M2 - M1$$

Notes:

I = the improvement of students' speaking achievement.

M2 = the average score of post-test

M1 = the average score of pre-test

To see whether there was an increasing of students speaking achievement and to know the students' perceptions toward picture series, the researcher used these following steps:

1. Scoring the speaking performance
2. Analyzing the video recordings and students' answers from the interview.

In short, this chapter has discussed about several points which related to the research method that was used in this research. They were the research design, population and sample, the data collecting techniques, research procedure, technique of data verification and data analysis.

### **3. 10. Normality Test**

The purpose of computing the normality test was to find out whether the data was distributed normally or not. In this research, the significant level of 0.05 was used to determine the normality of the data. The hypothesis of normal distribution could be described as follows:

H<sub>0</sub> : the distribution of the data is normal

H<sub>1</sub> : the distribution of the data is not normal

The hypothesis is accepted if the result of the normality test is higher than 0.05 (sign > ). In this case, the level of significance of 0.05 was used. The result of normality test could be seen in the following table.

**Table 3.2 The Result of Normality Test**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.123	37	.170	.955	37	.141
posttest	.097	37	.200 <sup>*</sup>	.953	37	.120
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

### 3.11. Hypothesis Testing

The pre-test and post-test were compared in order to know whether the hypothesis proposed in this research was accepted or not. The researcher used Repeated Measures T-test toward the average score of pre-test and post-test since the aim of repeated measures T-test was to compare two kinds of data or mean from the same sample. However, the result of t-test was used to know the significance difference on students' speaking ability before and after being taught through Picture Series. The researcher uses the level of significance 0,05 in which the hypothesis was approved if  $< 0,05$ . It means that the probability of error in the hypothesis was only 5%.

The hypothesis testing stated as followed

$H_0$  : There was no significant increase between students' speaking ability taught through Picture Series. The criteria  $H_0$  is accepted if alpha level is higher than 0.05 (  $> 0.05$ ).

$H_1$  : There was a significant increase between students' speaking ability taught through Picture Series. The criteria  $H_1$  is accepted if alpha level is lower than 0.05 (  $< 0.05$ ).

## V. CONCLUSIONS AND SUGGESTIONS

This chapter is the final chapter of this research. This chapter presents the conclusion of the research findings and suggestions for English teacher for further research.

### 5.1. Conclusion

After conducting the research at the eleventh grade students of SMK 2 Mei Bandar Lampung and analyzing the data, the observer draws the conclusions as follows:

1. There is a significant difference of students' speaking achievement between the students who are taught through Picture Series as seen from the result of the hypothesis which shows that the alpha is smaller than 0.05 ( $0.000 < 0.05$ ). On the other hand, the students were quite active when they were asked to speak in front of the class and also some of them were passive because they had limitation of vocabularies and courage to speak aloud. Based on this situation, it can be inferred that there is a significant difference of the speaking achievements.
2. Based on the result of the interview session, most of the students were interested and motivated to learn English, especially in speaking using Picture Series. Most of the students' stated that picture series were encouraged and facilitated their speaking ability, increased the self-confidence and they felt easier to do the speaking task. It can be concluded that the students' perception toward the implementation of picture series in teaching speaking gives positive effect to the students' speaking achievement.

3. Comprehensibility became the aspect which was significantly improved from 8,97 to 12,32 and the increase of this aspect is 3,35.

## **5.2. Suggestions**

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

### **5. 2. 1. Suggestions for English Teachers**

- a. The techniques used in this research can increase students' speaking achievement. Even though there were different results provided from the techniques.
- b. English teachers are suggested to use Picture Series in teaching speaking, because it can make the students develop their own story based on their imagination and the students will enjoy it.
- c. Since not every student can understand English well, the teacher should give attention more to the students to help them how to construct words or to tell them how to pronounce and choose the right word.
- d. Teacher should make the class as interesting as possible, furthermore if it is the big class which usually is hard to handle. By giving them interesting activity, the students will be interested and they will not chat or play games on their phone while the other students are performing their conversation.

### **5. 2. 2. Suggestions for Further Research**

- a. The researchers had applied Picture Series with descriptive text as the material to see students' significant difference in speaking achievement. Further researchers should apply other kinds of texts, i.e. exposition, spoof, recount, report text etc.

- b. Since the researcher just conducted her research at the second year of senior high school, further research can be conducted on different level of student at senior high school. It is to investigate whether there is a different result in students' speaking ability taught by using Picture Series in speaking achievement.

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