

**THE STUDENTS' PERCEPTIONS OF THE USE OF PICTURE SERIES
IN LEARNING SPEAKING ENGLISH AT THE THIRD GRADE OF
SENIOR HIGH SCHOOL MUHAMMADIYAH PEKALONGAN,
LAMPUNG TIMUR**

(A Script)

By

Khusnul Khotimah Nabilah



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2019**

ABSTRACT

THE STUDENTS' PERCEPTIONS OF THE USE OF PICTURE SERIES IN LEARNING SPEAKING ENGLISH AT THE THIRD GRADE OF SENIOR HIGH SCHOOL MUHAMMADIYAH PEKALONGAN, LAMPUNG TIMUR

By

Khusnul Khotimah Nabilah

The objective of this study was to explore the students' perceptions of the use of picture series in learning speaking English. The study employed the qualitative method. The subjects of the study were 17 students of the third grade of SMA Muhammadiyah Pekalongan, Lampung Timur. The data were collected through interviews with respect to the five categories, i.e., levels of difficulty, degree of stress, confidence, students' interest, and students' motivation (Mahpul, (2014) adapted from Robinson, (2001)). Manual coding was used to analyze the data. The result of this study showed that majority of the students perceived that picture series had positive perceptions in the sense that students felt easy, relaxed, confidence, interest, and motivated while speaking English through picture series. This suggests that picture series media facilitate the students to understand the materials more effectively and efficiently. Picture series media provide the students with enjoyable learning activities.

Keywords: *students' perceptions, picture series, speaking*

**THE STUDENTS' PERCEPTIONS OF THE USE OF PICTURE SERIES
IN LEARNING SPEAKING ENGLISH AT THE THIRD GRADE OF
SENIOR HIGH SCHOOL MUHAMMADIYAH PEKALONGAN,
LAMPUNG TIMUR**

By:

Khusnul Khotimah Nabilah

A Script

**Submitted in a Partial Fulfillment of
the requirements for S-1 Degree**

in

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



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2019

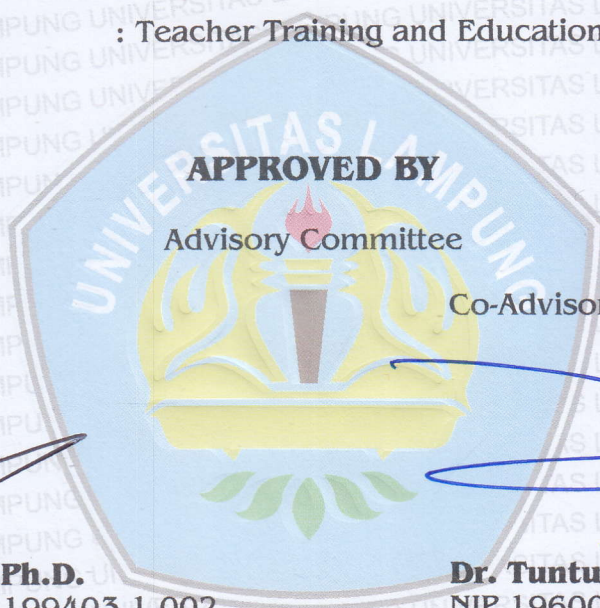
Research Title : **THE STUDENTS' PERCEPTIONS OF THE USE OF PICTURE SERIES IN LEARNING SPEAKING ENGLISH AT THE THIRD GRADE OF SENIOR HIGH SHOOOL MUHAMMADIYAH PEKALONGAN, LAMPUNG TIMUR**

Student's Name : **Khusnul Khotimah Nabilah**

Student's Number : **1513042065**

Department : **Language and Arts Education**

Study Program : **Teacher Training and Education**



APPROVED BY

Advisory Committee

Advisor

Co-Advisor

Mahpul, M.A., Ph.D.
NIP 19650706 199403 1 002

Dr. Tuntun Sinaga, M.Hum.
NIP 19600622 198603 1 001

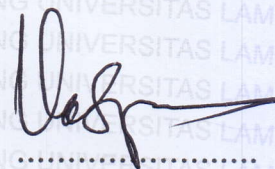
**The Chairperson of
The Department of Language and Arts Education**

Dr. Nurlaksana Eko R., M.Pd.
NIP 19640106 198803 1 001

ADMITTED BY

1. Examination Committee

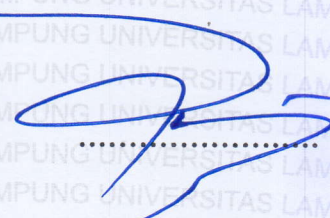
Chairperson : Mahpul, M.A., Ph.D.



Examiner : Drs. Sudirman, M.Pd.



Secretary : Dr. Tuntun Sinaga, M.Hum.



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Fatuan Raja, M.Pd.
NIP 19620804 198905 1 001

Graduated on: October 3rd, 2019

LEMBAR PERNYATAAN


Yang bertanda tangan dibawah ini, saya:

Nama : Khusnul Khotimah Nabilah
NPM : 1513042065
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan ilmu pendidikan
JudulSkripsi : The Students' Perceptions of the Use of Picture Series in Learning Speaking English at the Third Grade of Senior High School Muhammadiyah Pekalongan, Lampung Timur

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 15 Oktober 2019
Penulis,




Khusnul Khotimah Nabilah

CURRICULUM VITAE

The writer's name is Khusnul Khotimah Nabilah. She was born in Serang, May 26th 1997. She is the third child of H.Mubtadi Djasim and Hj. Malihah (Alm). She has two brothers. And the first brother name is Muhammad Furqon and the second brother name is Ahmad Ilham.

She started a formal education at SD Wukir Retawu Suralaya, Banten, in 2003 before continuing her study at MTs Assalaam Islamic Boarding School in Solo, Central Java and graduated in 2012. Then, she continued to senior high school level at Assalaam Islamic Boarding School in Central Java and successfully finished it in 2015. In the same year, she was registered as the student of English Education Study Program at Teacher Training and Education Faculty in Lampung University.

On July 11th to August 25th 2018, she conducted KKN in Pekalongan, Lampung Timur and Teaching Practice Program (PPL) at SMA Muhammadiyah Pekalongan, Lampung Timur.

DEDICATION

Alhamdulillah, this script is humbly dedicated to:

My beloved parents: H. Muftadi Djasim Iman and Hj. Maryanthi Marhaya, S.Pd.,
M.Pd.

My beloved brothers: Muhammad Furqon M. and Ahmad Ilham Kamal, S.T.

My sister in law: Nurrahmadona, S.T.

English Education Study Program classmates 2015

My almamater, Lampung University

MOTTO

Allah will not change the fate of people until they change it by themselves

(QS. Ar-Ra'du:11)

Keep your eyes on the prize

There's no failure, only feedback

Take a break, take a breath

ACKNOWLEDGMENT

All praises be to Allah SWT, The Almighty God, for the gracious mercy and blessing that enable the writer to finish her script. Peace and salutation be upon our prophet Muhammad saw, who has brought human beings from the darkness into the lightness. This script entitled “The Students’ Perceptions of The Using of Picture Series in English Speaking Class at The Third Grade of Senior High School Muhammadiyah Pekalongan, Lampung Timur” is submitted as a compulsory fulfillment of the requirement for S-1 Degree at the Language and Arts Education Study Program, Language and Arts Education Department of Teacher Training and Education Faculty of University of Lampung.

This script would never come into existence without any supports, encouragements, and assistance by several gorgeous persons and institutions.

Thus, the writer wants to express her respect and gratitude to:

1. Mahpul, M.A.,Ph.D., as the first advisor, for his ideas, criticisms, motivations and encouragements in supporting the writer’s research.
2. Dr. Tuntun Sinaga, M.Hum., as the second advisor, for his ideas, criticisms, motivations and guidance in correcting and supporting the writer’s research.
3. Drs. Sudirman, M.Pd., as the examiner, for his encouragements, ideas and suggestions in supporting the writer’s research.

4. Dr. Ari Nurweni, M.A., as the Chief of English Education Study Program and all lecturers of English Education Study Program who have contributed their guidance during the completion process until accomplishing this research.
5. Ahmad Marzuki, M.Pd.I., as the Headmaster of Senior High School Muhammadiyah Pekalongan, Lampung Timur, for giving the writer permission to conduct the research.
6. Atmaliyati, S.S., as the English teacher of Senior High School Muhammadiyah Pekalongan, Lampung Timur who has helped much and given her full support for this research. Also all the students of third grade year of 2018/2019, for the participations as the subject of this research.
7. For the greatest family in the world, my beloved father Mubtadi Djasim, my beloved stepmother Maryanthi Marhaya, S.Pd., M.Pd., my beloved brothers M. Furqon Muchaddats and Ahmad Ilham Kamal, S.T., and his wife. Thank you so much for the supports, the spirit, the prayers and the faith in me. And also my big family who has given me the spirit and the prayers.
8. The writer's beloved partners in every condition and situation; Mega Widyawati, Fenty Tryana Sari, Herdianti, Nadiya Hasna, Usnul Khotimah, Azmi Arif, Dyah Ayu P, Tino Novianto, Fahri who have given their supports in accomplishing this research.
9. The writer's beloved guidance friends; Dina Agustina, Nirmala Bestari, Kiki Anggraini, Intan Pratama who have given their love and supports in accomplishing this research.

10. My Amfibi team and my Ruang Sosial Community team, thank you always supporting, motivating and keep the smiling up in every condition and situation.
11. All friends in English Education Study Program 2015, thank you for the beautiful, amazing and fantastic moments which had been experienced together.

Finally, the writer believes that her writing is still far from perfection. There might be weakness in this research. Thus, comments, critiques, and suggestions are always opened for better research. Somehow, the writer hopes this research and to those who want to accomplish further research almighty gives us best divine inspiration and result of research in future.

Bandarlampung, September 2019

The writer,

Khusnul Khotimah Nabilah

TABLE OF CONTENTS

ABSTRACT.....	i
CURRICULUM VITAE.....	ii
DEDICATION.....	iii
MOTTO.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
LIST OF APPENDICES.....	xi

I. INTRODUCTION

1.1 Background of the Problem	1
1.2 Formulation of the Research.....	6
1.3 Objectives of the Research	6
1.4 Uses of the Research.....	6
1.5 Scope of the Research.....	7
1.6 Definition of Terms	8

II. LITERATURE REVIEW

2.1 The Concept of Speaking.....	9
2.2 Teaching of Speaking	11
2.2.1 Teaching Speaking through Picture Series	12
2.2.2 Procedure of Picture Series as Media in Learning Speaking English.....	13
2.3 Previous Studies of Students' Perceptions in Learning Speaking English through Picture Series.....	17
2.4 The Concept of the Students' Perceptions.....	18
2.5 Advantages and Disadvantages of Using Pictures Series.....	19

III. METHODS

3.1 Research Design.....	21
3.2 Subjects.....	22
3.3 Data Collecting Techniques.....	22
3.4 Research Procedures.....	25
3.5 Trustworthiness of the Data.....	26
3.6 Perceptions of Picture Series in Learning Speaking English.....	27
3.7 Data Analysis.....	30

IV. RESEARCH FINDING AND DISCUSSION

4.1 The Implementation of The Using of Picture Series during Experiment.....	32
4.2 The Students' Perceptions of Using of Picture Series in Learning Speaking English.....	34
4.2.1 Level of Difficulty.....	35
4.2.2 Degree of Stress.....	40
4.2.3 Degree of Confidence.....	44
4.2.4 Students' Interest.....	48
4.2.5 Students' Motivation.....	51
4.3 Inter-rater's Perceptions.....	55

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions.....	57
5.2 Suggestions.....	58

REFERENCES

APPENDICES

LIST OF TABLES

Table 3.1. Coding and In-vivo Responses of the Students' Perceptions of Picture Series.....	29
Table 3.2. Students' Perceptions of the Using of Picture Series.....	31
Table 4.1. Students' Agreement and Disagreement of the Using of Picture Series Procedures.....	34
Table 4.2. Students' Perceptions about the Level of Difficulty of Four Procedures.....	37
Table 4.3. Students' Perceptions about the Stressful Procedures.....	41
Table 4.4. Students' Perceptions about Their Confidence with Procedures.....	45
Table 4.5. Students' Interest in the Four Levels of Procedures.....	49
Table 4.6. Students' Perceptions about Procedures and Their Motivation.....	52

LIST OF APPENDICES

Appendix 1: Lesson Plan 1.....	64
Appendix 2: Lesson Plan 2.....	73
Appendix 3: Lesson Plan 3.....	83
Appendix 4: Interview Questions.....	96
Appendix 5: Interview Transcript.....	99
Appendix 6: Result Students' Agreement and Disagreement of the Use of Picture Series Procedures.....	127
Appendix 7: Result students' perceptions about the level of difficulty of four procedures.....	128
Appendix 8: Result students' perceptions about the stress procedures.....	129
Appendix 9: Result students' perceptions about their confidence with procedures.....	130
Appendix 10: Result students' interest in the four levels of procedures.....	131
Appendix 11: Result students' interest in the four levels of procedures.....	132
Appendix 12: Inter-rater's Perceptions.....	133
Appendix 13: <i>Surat Izin Penelitian</i>	134
Appendix 14: <i>Surat Keterangan Penelitian</i>	135

I. INTRODUCTION

This chapter is concerned into background of the problem, formulation of research problems, objectives of research, uses of the research, scope of the research and definition terms.

1.1 Background of the Problem

In this global era, many people do communication orally and it is usually called speaking. The communication will be more efficient by speaking that we can gain some information immediately. Talking to speaking, it has several purposes. One of purposes of speaking is improving communicative competence. It indicates in teaching-learning process of speaking English, it should improve students' communicative competence and the students could be master of speaking English and also the students can apply their speaking competence in their daily life. It is supported by School-Based Curriculum (2006) on standard competence stated applying to the meaning in short functional text and monologue that inform of narrative text, explanation text, and discussion text in daily life context (narrative text). The good capability of speaking leads the students to communicate fluently to the other people. So, speaking has important role in our life. Based on School-Based Curriculum (2006), speaking is one of important language skills for students in learning speaking because it is one of the competences to carry out a conversation. Therefore, speaking can cause the people are able to express the idea, work out in some aspects and maintain social relationship by communicating with others in society. So, we should be successful in using speaking skill.

However, In Indonesia country, Most of senior high school graduates are still getting difficulties when they use English for communication. As Byrne (1984) stated 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. According to Nugraha's research (2010) found some students are not able to communicate orally well because they are lack of vocabulary, grammar, pronunciation, fluency and comprehension not sufficient while speaking in English and also they were needed more practice. So these are the problems of senior high school students. In learning English language, there are four skills needed to be taught. They are listening, reading, speaking and writing, before students achieve competency in reading and writing. There is one of four skills should be mastered well by students and the skill is speaking skill because it is seen as the most essential skill.

In conducting speaking, the students tend to face some problems that should be solved by the teacher through teaching. The students get difficulty in developing ideas that they want to speak because of inappropriate media and they get difficulty in recalling imagination about something in the past, they are also reluctant to create new sentences to share and communicate and they get nervous when asked by the teacher to speak up in front of the class. Moreover, in the journal of "Using Pictures in Improving the Speaking Ability of The Grade Eight-A Students of SMP Negeri 1 Anggana" by Puguh Karsono (2014), Most of them do not have any bravery to speak English, even they basically can do that. The students are afraid of making mistakes and being laughed by their friends because of that, they really do not like to practice dialogues in front of the class even a simple one. They are speechless when they are asked to read or to pronounce even a simple sentence or a word of English. Based on the researcher experience when she has been Field Practice Program (PPL) at SMA Muhammadiyah Pekalongan

in Lampung Timur from July to August 2018 most of the students at the third grade are difficult to speak English fluently, comprehensibility and grammatically and also they are afraid of making mistakes and being laughed by their friends because of the students' crisis self-confidence in Speaking English.

It indicates the students' have low capability of speaking due to the one of factors is inappropriate media. It is supported by Arum Mustikawati (2013) has conducted her research in SMPN 1 Manisrenggo in Klaten, that speaking is the most difficult skill to master. The students tended to be passive and merely listened to the teacher. The teacher controlled most of the activities and used minimum media to support the teaching of speaking. There is another one factor that the students are experienced less of self-confidence in English speaking. It is also supported by Hanton, Mellalieu and Hall (2003) revealed how low self-confidence level affects performance and they extract a sentence from one of the participants' responses to their interview as: "If self-confidence is low, then the feelings start to edge towards the negative which would be very bad for performance." So the students need more motivation in learning speaking.

On the other hand, there are many Indonesian students felt difficult to speak English freely and fluently. It is caused by inappropriate media and less of self-confidence, they are afraid of making mistakes and being laughed by their friends because of their low capability of speaking, they really do not like to practice dialogues in front of the class even a simple one. Therefore, this research would like to explore students' speaking and the students' perceptions of the use of picture series in learning speaking English. According to Catling & Ling (2011: 5); "Perception is a complicated series of processes through which we acquire and interpret sensory information". It means that perception is creating a meaning based on the sensory experience. Feldman (2011: 135) stated, "Perception is

influenced by attention, beliefs, and expectations”. In other words, by knowing students’ perception, it also knows about students’ belief indirectly. As Richards & Lockhart (1996: 52) stated, “Learners' belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favor”. This research deals with students’ perceptions about the use of picture series in learning speaking English.

Picture is defined as one of the visual aids used by the teacher in teaching learning process. Pictures which are used to teach such as picture, picture series and so on. Wright (1989) states pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. It is enjoyable for the students because it encourages activity in guessing the messages from the picture based on their imagination. Students can understand the content of the whole series of pictures because the pictures are related. According to Kayi (2006), Picture series is a number of pictures which representation of anything (as a person, produced means of painting, drawing, engraving, photography, etc) in applying a media of teaching. Wright (1989) goes on to say that the use of pictures can stimulate and motivate students in language learning. Therefore, the researcher chooses picture series are arranged as media to help students be confident to express their ideas and feelings fluently and to find out students’ perceptions.

Teaching speaking means teaching how to use the language for communication, for transferring ideas or feeling to other people. River (1978:6) stated that speaking is developed from the first contact with the language that we learn. Richard and Rodger (1982:72) stated that speaking activities which involve real

communication promote in learning. Moreover, Freeman (2000:127) states that teacher is responsible to establish situations likely to promote communication. So that, the picture series are used by the researcher as media to teach speaking in order to explore the students' perceptions.

Furthermore, previous research that it conducted by Aska (2014) in SMPN 1 Gadingrejo and the title of her script is "The Use of Picture Series in Improving Students' Speaking Recount Text Skill". It showed that picture series is effective to be applied in teaching students' speaking skill was increased significantly in four aspects of micro skill, such as: pronunciation, vocabulary, grammar and fluency. The atmosphere in class became more encouraging to study. The students were more active to participate in class activities. While doing a teaching to the students, there were three picture series used; the first is picture series that was arranged from comic books. The second is picture series that was arranged from capturing animation movie. The third is picture series that was taken from Google image. Therefore, the researcher uses three different topics of picture series in learning speaking English to find out the students' perceptions of the research.

In line with the background of the study, the questions to be answered in this study are to find out the students' perceptions after being taught by using different topics of picture series. Picture series can influence the students' perceptions after three picture series are used in teaching speaking, and to find out among those three picture series the most effective to the students' perceptions. Although researcher investigates the using of picture series in improving students' speaking competence have been numerous, few researches have been conducted it in quantitative data. This research would like to explore the students' perceptions of the use of picture series in learning speaking English. It is one aim of the current research to do this.

Based on the statements above, the researcher is interested in researching, and she entitles her proposal “The Students’ Perceptions of The Using of Picture Series in Learning Speaking English at the Third Grade of Senior High School Muhammadiyah Pekalongan, Lampung Timur”.

1.2 Formulation of the Research Problem

Referring to the background of problem, the writer formulates the problem of the research as the following below:

What are the students’ perceptions of picture series in learning speaking English?

1.3 Objectives of the Research

To find out the students’ perceptions of picture series in learning speaking English.

1.4 Uses of Research

This research is useful both practically and theoretically.

1. Theoretically

The result of this research will support the theory about how using picture series will influence students’ perception in teaching learning process, especially in conducting learning speaking English.

2. Practically

Hopefully, this research will be useful for the English teacher, students and school in learning speaking English by using picture series as media.

a. The Teacher

Through this research, the English teacher can use picture series as the media in teaching speaking because by using it, the teacher can help the students to

stimulate and construct the students' confident and students' minds in order to make some spoken from the picture series. The teacher also can improve his or her teaching performance.

b. The Student

Picture series will make students are able to master vocabulary and better in communication with the others because use English as a target language. So that speech practices the students can be helped the students to improve their speaking ability.

c. The School

The result of this research can be used as consideration for the school in order to use picture series as speaking teaching media.

1.5 Scope of the Research

This research is a qualitative research and it was conducted at third grade of SMA Muhammadiyah Pekalongan, Lampung Timur. The researcher has intention to find out whether there are students' perceptions by using picture series in learning speaking English. It was conducted in three meetings in three weeks.

The researcher focuses on the speaking skill that can find out students' perceptions by using picture series. It is in line with Robinson (2001a), which consists of five categories: level of difficulties, stress, confidence, interest, and motivation. There are three meetings of learning speaking English and the researcher conducts participant observation in order to know of students' perceptions the quality of teaching and learning process of speaking through different topics of picture series. According to There are two instruments; the instruments are interview for the students and video recording. They evaluate in

terms pronunciation, vocabulary, grammar, fluency and comprehension and students' perceptions of the use of picture series in learning speaking English.

1.6 Definition of Terms

1. **Students' perceptions**; "Learners' belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favor" (Richards & Lockhart, 1996).
2. **Speaking** is known as communication or conversation, two people are exchanging information or they have a communication or conversation need. It means that the reason for the people to communicate with other is in order to tell people things, which they do not know, or to find things out from other people (Doff, 1987).
3. **Picture series** are a series of pictures which show some actions or events in a chronological order (Wright, 1989).

II. LITERATURE REVIEW

This chapter is presented theoretical foundation of this reserach. It involves the literature review of speaking, they are the concept of speaking, teaching of speaking, teaching speaking through picture series, procedure of picture series as media in learning speaking English, previous studies of teaching speaking through picture series, the concept of students' perceptions, advantages and disadvantages of using picture series, theoretical assumption.

2.1 Concept of Speaking

Speaking is one of important skill from the four skills and one of the goals of teaching English at senior high school is to master by the students, one of which is speaking (Curriculum (2013)). It is an essential too for communicating, thinking and learning. When students want to share their ideas that it supported by students' confidant, they clarifiy their thinking be confidant in theirselves. It means that the students can make their ideas easier to be understanding for the listener and would be mastery of speaking English.

It is supported by Pollard (2008:33) Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers every thing that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.

According to Byrne (1984) speaking is oral communication. It is a two ways process between speaker and listener and involve productive and reactive skill of understanding, while Welty (1976) states that speaking is the main skill in communication. Based on the ideas it is understood that speaking is communication that the process between speaker and listener in order to understand one another.

Burns and Joycee (1997), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Rivers (1978: 162) said through speaking someone can express her or his ideas, emotions and to other person or situation and influence other person. It means that by spoke the speaker can express their feeling and the listener can undertsand it.

Speaking is not only the speakers can speak, but the speakers can share their information to the listeners and give respond to it. Speaking could happen a communication from one person to the others. According to Doff (1987: 2) in all communication or conversation, two people are exchanging information or they have a communication or conversation need. For example, between two students discuss the current issue and give important information by speaking in the classroom.

Tarigan (1982: 18) referred to speaking as the ability to produce articulation, sounds, or words to express, to say to show and to think about ideas, thought and feeling. Celcea Murica (1978: 91) said the primary element of language and it can be developed from the beginning when someone was born, from the first contact with the language. Besides the concept of speaking, there are aspects of speaking according to Harris (1974) speaking must fulfill these following aspects, they are: fluency, grammar, vocabulary, pronunciation and comprehension. And also there

are types of speaking that supported by Brown (2000: 250) said that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral languages as the figure below: there are monologue and dialogue. Brown also provides types of classroom speaking performance, such as imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monologue).

2.2 Teaching of Speaking

Teaching speaking is the process of giving knowledge or skill which goal is emphasized to improve students' speaking ability in order to make they are able to communication each other especially in building students' self-confidence and vocabulary mastery. So, it is very difficult to teach when the students are difficult to share their ideas and the students are still afraid and they have not self confidence to speak use English language. Those problems will decrease students' vocabulary mastery. It will be supported by Johnson (1989) stated in Setiadi (2006: 57), "one can learn to speak and understand a language only being exposed to the spoken language and by using the spoken language."

Nowadays, the goal of teaching speaking is emphasized to improve students' speaking ability. According to Swain (1985) in Lawtie (2004) stated that, "we learn to speak by speaking." It means students should be more doing practices and they have to improve more of their speech. In teaching speaking, there are some difficulties that might be found, especially when the teacher conducts the tests. Testing the competence to speak is the most important aspect of language testing. In junior high school, students are very difficult skill to be tested as far as it is very complex skill to permit any reliable analysis to be made for the purpose of objective learning. There are three reasons why speaking is very difficult to be

tested; complex aspects to be tested, tape recorder or media is limited and limited time to test.

Briefly, the researcher assumes that teaching speaking is one way of teaching which emphasizes the teaching-learning process to find out the students' perceptions by using picture series in learning speaking English. Though speaking is very difficult to be tested the researcher assumes that by using an appropriate technique with an appropriate media, speaking skill can be mastered.

2.2.1 Teaching Speaking through Picture Series

Picture series, according to Wright (1989), are a series of pictures which show some actions or events in a chronological order. The picture series usually ranges from four to eight pictures. The pictures usually tell some kind of story but pictures may also be used to depict a process, for example, how to make something. Pictures can be utilized in the teaching of writing via: first, pictures can provide a shared experience for students in the classroom. Second, they can stimulate a variety of tasks. Finally, they can provide a focus of interest for the students. And Pictures series is one of the techniques of co-operative learning. In this technique, students have to arrange a set of pictures in a logical order, in which some steps are identified.

Furthermore, previous study conducted by Nugroho (2015) in SMAN 1 Pagelaran, showed that picture series is effective in teaching speaking and also the previous research conducted by Litasari (2010) in SMA Negeri 2 Banjarbaru, her thesis stated that the appearance of picture series as a technique in teaching writing narrative text has improved the students' writing ability in writing narrative text.

Besides of those statements, considering the principles of using media, media have to be fun, help students to think and explore their ability to think by themselves, they should be easy to use but challenging. Those techniques could make students' speaking ability can hopefully be improved. Using picture series as teaching aids can be a great help to the teacher in the class. Students will not always be successful in learning English just by speaking to explanations from the teacher or by reading many books.

Therefore, the researcher choose the picture series as teaching aids for learning speaking English to senior high school students because the researcher would like to find out the students' perceptions by using picture series.

2.2.2 Procedure of Picture Series as Media in Learning Speaking English

Wright (1989) states four procedures in implementing picture narrating technique either what actions each of these procedures require from teacher or students. They are as following: (1) Jumbled sentences, (2) Relevant sentences, (3) Change some words and (4) Picture guided story.

2.2.2.1 Jumbled Sentences

Individual or pair work jumble sentences are given to the students. They write them out in the correct order, guided by picture series.

2.2.2.2 Relevant Sentences

Individual or pair work. The students are given picture series and several sentences. The students choose the sentences they think are relevant and base story or description on them.

2.2.2.3 Change Some Words

Individual or pair work. A text, picture series and a number of alternative words for some of those in the text are given to the students. They write out the text with their choice of words, guided by reference to the picture.

2.2.2.4 Picture Guided Story

Individual or pair work. Picture series or picture symbols are given and the students write the story without any other assistance.

There also some activities that are guided by using picture series in teaching speaking. According to Nation and Newton (2009) state that there are three steps narrating technique in teaching speaking by picture series;

a. 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.

b. 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.

c. 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). According to Brown (2001: 178), working in groups also can be used to generate interactive language, to offers an embracing affective climate and to promote students' responsibility and autonomy. 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.

Based on the theories above, during the research, the writer will use those activities as alternative in teaching-learning process of speaking. These activities will become procedures that supporting the student's worksheet. And also in this research, the procedure of picture series as media in learning speaking English in the class is divided into three terms. They are pre-activity, while-activity, and post-activity.

a. 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.

b. 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.

c. 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.

2.3 Previous Studies of Students' Perceptions in Learning Speaking English through Picture Series

Previous study that conducted by Mahpul (2014) that the title of his thesis is "Task Difficulty in Dialogic Oral Production by Indonesian EFL Learners", it explained that Indonesian EFL Learners perceptions provided with a task-based language teaching, which primarily focuses on meaning rather on forms, enables learners to engage in genuine communication and particularly in relation to complexity. Moreover, here is previous study conducted by Puji Astuti (2014) in SMAN 1 Pontianak and the title of her script is "An Analysis of Students' Perception towards Stand-Up Comedy in Speaking Spoof Monologue". It showed that the students had positive and negative perceptions towards stand-up comedy in speaking spoof monologue. Moreover, there was relationship between students' performance score and students' perceptions.

And also the preceding study by Rike Febrina Aska (2014) in SMPN 1 Gadingrejo and the title of her script is "The Use of Picture Series in Improving Students' Speaking Recount Text Skill". It showed that picture series is effective to be applied in teaching speaking students' speaking skill was increased significantly in four aspects of micro skill, such as: pronunciation, vocabulary, grammar and fluency. The atmosphere in class became more encouraging to study. The students were more active to participate in class activities. There are another previous studies conducted by Nugroho (2015) in SMAN 1 Pagelaran, showed that picture series is effective in teaching speaking and his script entitled "The Use of Picture Series in Improving Students' Speaking Recount Text Skill". And also the previous research conducted by Puguh Karsono (2014) in SMPN 1 Anggana and his journal entitled "Using Pictures in Improving The Speaking Ability of The Grade Eight Students of SMP Negeri 1 Anggana" stated that the

appearance of picture series as a technique in teaching speaking narrative text has improved the students' speaking ability in speaking narrative text.

Besides of those previous studies above, considering the principles of using media, media have to be fun, help students to think and explore their ability to think by themselves, they should be easy to use but challenging. Those techniques could make students' speaking ability can hopefully be mastered. Using picture series as teaching aids can be a great help to the teacher in the class. Therefore, the researcher's research is taken in different overview that concerned to students' perceptions of picture series in learning speaking English.

2.4 Concept of Students' Perceptions

According to Catling & Ling (2011: 5); "Perception is a complicated series of processes through which we acquire and interpret sensory information". It means that perception is creating a meaning based on the sensory experience. Feldman (2011: 135) stated, "Perception is influenced by attention, beliefs, and expectations". In other words, by knowing students' perception, it also knows about students' belief indirectly. In top-down processing, perception is guided by higher-level knowledge, experience, expectations, and motivations. In bottom-up processing, perception consists of the progression of recognizing and processing information from individual components of a stimuli and moving to the perception of the whole. As Richards & Lockhart (1996) stated, "Learners' belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favor".

As Ellis, (2003); Nunan, (2004); Richards & Rodgers, (2001) are used TBLT student-centered approaches, students have greater roles in teaching and learning processes. This can result in the promotion of their interests toward language learning (Makarova, 1997). Moreover, Rifkin (2000) asserts that students' perceptions about the learning process are of critical importance to the success or failure of any student's efforts to master a foreign language". The way people see, view, and perceived something may be different. The way people see, view, and perceived is called perception. Some experts define perceptions such as: Perception is defined as something that is being observed and what he/she said about. George and Jones (2005) state that perception is the process when people select, organize, and interpret the input from their sense (p. 105).

Research efforts addressing the impact of students' perceptions can be readily framed within Biggs's (1989) 3P model, which conceptualizes the learning process as an interacting system of three sets of variables: the learning environment and student characteristics (presage), students' approach to learning (process) and learning outcomes (product). In basic terms, the model proposes that, firstly, personal and situational factors influence a student to adopt a particular approach to learning which, in turn, mediates or influences the types of outcomes achieved; and secondly, that presage factors (e.g. perceptions of the learning environment) can also directly influence learning outcomes of the students' perceptions.

2.5 Advantages and Disadvantages of Using Pictures Series

The use of pictures in teaching offers a number of advantages. According to Curtis and Bailey (2001), there are four advantages:

- a. Students can easily compose a story because there are pictures that will guide them step by step to create a full story.
- b. Students will feel relaxed in composing the story as they feel that they are playing with the cards (pictures).
- c. They are not being forced to build a story and their confidence gradually increases.
- d. There is habit formation in this technique (building knowledge, modeling, construction and self-construction).

These are disadvantages of picture in teaching 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.
- d. Teacher should re tell the story as clear as in the video or film.
- e. Teacher should help the students to explain about what is the story tells about and ask the students what they do not know.
- f. Teacher should help the students to pronounce the difficult words or change it to the easy one.

III. METHODS

This Research intends to find out whether the answer of the research question and proof of the objective research and also research method should be constructed thoroughly. In this research, this research is discussed about research design, population and sample, the data collecting techniques, research procedures, trustworthiness of the data, technique of data verification, perceptions of picture series in learning speaking English, data analysis of the research.

3.1 Research Design

This research is qualitative research. This research used descriptive data in qualitative method. It is supported by Strider (2002); descriptive research provides an answer to the questions of “How” something happened and “Who” was involved, but “Not Why” something happened or “Why” someone was involved (explanatory research). It is carrying out to see and find out the result the using of picture series toward the students’ perceptions in learning speaking English. In conducting the research, the researcher uses picture series design by giving different topics and forms of picture series in every teaching-learning process. There are three meetings and this research uses one class whose the students are given, the first meeting to the third meeting are teaching-learning process by using picture series with the different topics and documentation (video recording) there is also interview form based on documentation (video recording). The research design can be represented as interview form and video recording. Here also the

research design of students' perceptions percentage could be presented in the following below:

$$\text{Percentage Formula} = \frac{\text{Total of students' agreed reason}}{\text{Total of Interview participant}} \times 100\%$$

$$\text{For example:} \quad = \frac{3}{7} \times 100\% = 42.9 \%$$

According to Ary, Jacobs, & Sorensen, (2010: 481) the result of the interview was analyzed by using three stages, such as (a) organizing and familiarizing, (b) coding and reducing, and (c) interpreting and representing. Some questions from the interview to check the accuracy of the data. The researcher would see whether the subjects of this research said a accuracy data or not.

3.2 Subjects

The subject of the research is the students of the third grade students in SMA Muhammadiyah Pekalongan, Lampung Timur and class twelve is the sample. The sample of this research is chosen by using purposive sampling. One class which consists of 17 students are taken as the subject of this research. This research was conducted in three meetings, which were the first meeting and the second meeting were teaching-learning process and documentation (video recording) and the third meeting for students interview and documentation (video recording).

3.3 Data Collecting Techniques

The researcher wants to know what are the students' perceptions of the using of picture series in learning speaking English. First, the researcher taught the first familiar picture series topic and followed by the documentation (video recording). Then in the second meeting, she taught the students by the second familiar picture series topic and also followed by documentation (video recording), and the third meeting the researcher would teach the unfamiliar picture series topic and

followed by students interview and documentation (video recording). The researcher who acted as the teacher would record the students' speaking performance. In collecting the data, the researcher used following two phases:

3.3.1 Phase 1

In this phase video recording is used to give the drawing of the using of picture series in learning speaking English. Video recording was used to get deeper information about students' perceptions on the using of picture series. The researcher recorded all the process of step by step picture series implementation in order to see students' speaking performance and the classroom situation and also the students' perceptions when picture series is being implemented as media. The learning process was recorded by the researcher from the beginning of the class started till the end. The result from video recorded (*see the transcript on appendix page on 99*) used as a tool to dig the specific information about students' perceptions by using picture series in learning speaking English.

3.3.2 Phase 2

This second phase involves interview process. After the teaching and learning process is over, the researcher interviews all the students to know the specific information about students' perceptions. The researcher called the students one by one and will interview them based on the result of video recorded. They were asked about their perceptions as long as the learning process ongoing. They were asked using interview protocols based on Mahpul (2014) adopted from Robinson (2001a), which consists of five categories: level of difficulties, stress, confidence, interest, and motivation (*see appendix page on 96*).

The interview session was recorded by the researcher. Data interview that has been obtained from video recording then be transcribed in descriptive data and analyzed.

3.3.3 Instrument

The instruments of collecting data in this research are video recording, open-ended interview and inter-raters' perceptions. The researcher used open-ended interview in order to know the specific information about students' perceptions after the using of picture series in learning speaking English. The interview protocols used in this research are based on Mahpul (2014) adopted from Robinson (2001a), the questions consist of students' personal opinions, experiences, and feelings about the teaching and learning process using picture series. This research was used to collect data on open-ended interview questions with semi structured type. As such Robinson's close-ended questions were modified into semi-ended and also open-ended questions for the purpose of qualitative interviews because, as Creswell (2009: p.225) argues "open-ended questions will best enable the participants to express their experiences unconstrained by any perspectives of researchers or past research findings". That is the questions were converted to *what questions* followed up by *why questions*. Furthermore, this process conducted in Indonesian language in order to avoid misunderstanding between the researcher and the students. All the process of interviews were in video recorded and transcribed for later analysis. The interviews were conducted after applying picture series in learning speaking English

3.4 Research Procedures

The procedures of the research are as follows:

Phase 1 This is involved by video recording with the students regarding their perceptions of picture series. The researcher did a video recording along teaching-learning process in English speaking class. During three meetings of teaching-learning process by using picture series and different topics, the researcher had recorded of those are activities. The video recording in teaching-learning process is used to support the students' interview activity.

Phase 2 This is followed by interviews with the students regarding their perceptions of picture series. The researcher interviews students individually in order to know the specific information about students' personal opinions, experiences, and feeling about the teaching and learning process by using picture series in learning speaking English. After applying picture series in class, the researcher called the students randomly to gain the information about their perceptions through open-ended interview. The interview was conducted in Indonesian language in order to avoid misunderstanding between the researcher and students. The process of interview was recorded by the researcher to help the researcher gain the data.

3.5 Trustworthiness of the Data

In the research, researcher must obtain data are valid. This part of research points how the way data can get the trustworthiness. To check the trustworthiness of the data, the research is used qualitative research (video recording and interview), credibility and dependability in this research.

a. Qualitative Research

This research is qualitative research. This research would be a descriptive data that the instruments are interview and video recording. It is supported Creswell (2008:244-261) suggests that before analyzing qualitative data, researcher must do several preparations which include data organization, data transcript, means for analysis (exploring the data, coding the data, developing themes, layering and interrelating themes, and reporting findings).

b. Credibility

According to Ary, et al (2010: 498), credibility in qualitative research concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context.

In this case, the researcher used qualitative research by interview and video recording because she used questions that involved to five categories they are; interest, level of difficulties, stress, confidence and motivation in interview form for analyzing data to find out the students' perceptions of the use of picture series in learning speaking English which can help the reader in understanding the messages in script of "Students' perceptions" of the using of picture series. After that she got the result by interview and video recording of data analysis then decided the conclusion whether or not the data contain students' perceptions.

c. Dependability

Dependability is a way to make and get consistency of data will be found by the researcher so that the data can be dependable. Qualitative researchers speak of dependability rather than reliability. Recall that reliability in quantitative research has to do with consistency of behavior, or the extent to which data and findings

would be similar if the study were replicated. However, unlike quantitative research, in which tight controls enhance reliability, qualitative studies expect variability because the context of studies changes. Thus, consistency is viewed as the extent to which variation can be tracked or explained. This is referred to as dependability or trustworthiness.

One way to make the dependable data was by applying qualitative research. Thus, to get the dependability of data analysis, the writer used interview and video recording to gain the data. In this study, the writer watched and read the script of “Students’ perceptions” by using picture series in learning speaking English many times and then classified data based on students’ perceptions interview and video recording of the use of picture series to get consistency.

3.6 Perceptions of Picture Series in Learning Speaking English

The teaching and learning process in this study conducted in SMA Muhammadiyah Pekalongan, Lampung Timur at the third grade. This research conducted to find out the students’ perception toward the implementation of Picture Series in learning speaking English. The class 12 (third grade) which consisted of 20 students as subjects and conducted the research from February 27th, 2019 to March 27th, 2019.

In the first meeting which is in twelve grade, the researcher started the class by asking the students about the pictures that the researcher brings and the students were divided into a pairs of each student. Then, the researcher had shown the example pictures of kid’s story and the first topic of pictures present The Legend of Toba Lake pictures. After that, She asked the students if they had known what is the pictures about. The researcher asked the students to replace a puzzled paragraph about the picture of The Legend of Toba Lake without explanation. The

students were asked to answer the correct paragraph by speak out loud, and the researcher recorded them into video. There are so many variety of answers from the students.

In the second meeting which is in the same class, the researcher reviewed about the previous pictures in first meeting. Then, the researcher gave the illustration of how to tell a story in using picture series. After that, the researcher gave every students picture series with the same pictures from the last meeting. Then, the students were asked to remember about the expalantion that they had answered from the first meetings' picture series because the pictures is 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 and the students were used the second topic of picture series. Besides, the researcher found that for a senior high school students, it was so confused and they were afraid and being laughed by their friends and also less of confidant to narrate/describe the pictures in front of the class without any helping from the teacher.

In the last meeting, the researcher gave the third topic of picture series. The students came forward in front of the class, brought a piece of picture and describe it as simple as they can in a pairs. Meanwhile, the researcher recorded it using a handycam. After that, the researcher chose 10 students to asks them about their perceptions towards the using of picture series in learning speaking. And also there was a trial of picture series in teaching-learning process before the meetings were carried out.

To get the result of students' perceptions, the researcher asked the students to know what are the students' perceptions toward the using of Picture Series in

learning speaking, for the interview questions, they were involved to five categories they are; interest, level of difficulties, stress, confidence and motivation. And in every meeting, the teaching-learning activities were recording in a video recorder.

The result will show that most of students are interested in picture series in learning speaking and they are motivated and be confident to learn English especially in learning speaking and also they can recognize the different topics of picture series. So that, to find out the students' perceptions of the use of picture series are included five categories they are; interest, level of difficulties, stress, confidence and motivation. The In-vivo binary coding system is indicated the code symbol (+) means easy meanwhile (-) means difficult. The data related to the five categories.

Table 3.1. Coding and in-vivo responses of the students' perceptions of picture series

Question	Elicited Category	Code	In-Vivo Descriptors
1	Difficulty	1+	easy, quite easy, not really difficult, not very difficult, not too difficult
		1 –	difficult, more difficult, bit difficult, hard
2	Stress	2 +	Relaxed, more relaxed, enjoyable
		2 –	not relaxed, not well, frustrated, little frustrated, confused, little confused, difficult, bit nervous, not satisfied, middle
3	Confidence	3 +	successful, rather successful, almost successful, better, well, quite well, very well, good enough, well enough
		3 –	not successful, unsuccessful, less successful, rather successful, not quite successful, not prepared, not well, not really good, not really well

4	Interest	4 +	interesting, quite interesting, good
		4 -	not interesting, bit interesting, just so-so
5	Motivation	5 +	yes, good, maybe, sometimes
		5 -	no, enough

3.7 Data Analysis

After collecting the data, the researcher analyzes the data. It can be defined as the process of analyzing data required from the result of the research. To undertake the analysis of data obtained from the video recording result, first it will be transcribed and then organized systematically in preparation for analysis. Next all the data was read through and coded in detail. From this categories or themes emerged which were then interpreted for presentation in the findings. To undertake the coding a binary system was used in which the participants who had opposite response for each category were designated either (+) or (-). Both (+) and (-) codes were then accompanied by a number referring to the order of the questions in the interviews. For example the plus code was generated from question 1 and was coded by 1+. The minus response generated from question 1 would be then coded by 1-, etc.

The students' responses were coded manually with reference to Descriptive and In-Vivo Codes (Miles & Huberman, 1994; Saldana, 2009). According to Saldana (2009) the first term refers to the summary of the primary topic of the excerpt, while the letter means a direct quotation taken from what the participant says (pp 3-4). Drawing on these procedures, the coding process of this study was dealt with as shown in the example in the excerpt below.

It's easy because learning English speaking by picture series media it's so interesting and it's our first time that learn with the picture series media.

V. CONCLUSIONS AND SUGGESTIONS

This chapter is described the conclusion of the result of the research and also the suggestion from the research to other researchers and also English teachers who are in trying to apply picture series media in learning speaking English.

5.1 Conclusions

Based on the result and discussion of findings in the students' perceptions of the using of picture series in learning speaking English at the third grade of senior high school Muhammadiyah Pekalongan, the researcher draws the conclusion as follows:

1. There are some students' perceptions of the using of picture series as a medium in learning speaking English. It is proved by some students' reasons of the picture series procedures implemented in learning speaking English. This result was supported by Robinson's five categories of students' perceptions covering difficulty level, stress level, students' confident, students' interest and students' motivation. Here are the students' reasons; such as familiarity with the topic/story, interest in picture series and story, provided with story and picture series, amount of information provided into story, did as a team work with friend, source of motivation in learning English, a new medium to learn speaking English, a medium to get knowledge (students' positive reasons), problems with language and pronunciation, lack of ability to find and change other English words and afraid of their friends' laughing and making mistakes

while performing the story in front of the class (students' negative reasons). And in the table of students' perceptions of the using of picture series was indicated several students were lack of ability to find and change other English words (Procedure 3 – 100%). Nevertheless, several students' are interested in jumble sentences/paragraphs (Procedure 1) and picture guided story (Procedure 4), they are motivated in picture guided story and the picture series media can help the students in learning speaking English with the percentage of each procedure is 100%. So it can be concluded that, these media attract students' interest in teaching and learning process of speaking English and also the media is motivated the students. However, with regard to the media, the students also find it difficult to understand the English words of the story on each procedure.

2. There are also inter-rater's perceptions of the using picture series in learning speaking English. According to inter-rater's perceptions the students are motivated and interested of the using of picture series media in learning speaking English.

5.2 Suggestions

Referring from the conclusion above, the researcher recommends some suggestions as follows:

1. English teachers are suggested to apply picture series as a medium in learning speaking English since in this study the researcher found most of students give positive comments to the media such as they are interested in learning speaking English by picture series, they are also more motivated in it and they are more confident when they perform the story with picture series in front of the class.

2. English teachers are suggested to use some various topics of picture series and also various media in learning speaking English, so that the students will be more confident and more interested in and the media and the teaching-learning process.
3. This study was applied for third grade students in senior high school and discussed about narrative text. For the future researchers can apply this medium to other levels of students with other various topics of picture series.

REFERENCES

- Alwasilah, A. Chaedar. (2011). *Pokoknya kualitatif*. Jakarta: Pustaka Jaya.
- Biggs, J.B. (1989) Approaches to the enhancement of tertiary teaching, *Higher Education Research and Development*, 8, pp. 7–25.
- Brown, H. D. (1994). *Teaching by principle: An interactive approach to language pedagogy*. New York: Longman.
- Brown, H. D. (2000). *Principles of language learning and teaching*. 4thEd. New York: Pearson Education.
- Burns, A. & Joyce, H. (1997) *Focus on speaking*. Sydney: National Centre for English Language Teaching and Research.
- Byrne, D. (1984). *Teaching oral language*. New Jersey: Longman.
- Byrne, R.M.J. (1984). *Teaching speaking*. Cambridge M.A: M.I.T.Press.
- Catling, J., & Ling, J. (2011). *Cognitive psychology*. Harlow: Pearson.
- Chaudron, C. (1998). *Second language classroom—research on teaching and learning*. Cambridge: Cambridge University Press.
- Creswell, J. W. (2008). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.
- Depdiknas. (2006). *Materi sosialisasi dan penelitian Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Depdiknas.
- Duff, P. (1987). Another look at Inter-language talk: Taking tasks to tasks .In R. Day (Ed.) *Talking to Learn. Conversation in Second Language Acquisition*, (Pp: 147-181). Rowley, Mass: Newbury House.
- Ellis, R. (2003). *Task-based language teaching and learning*. Oxford: Oxford University Press.
- Feldman, R. S. (2011). *Understanding psychology*. New York: McGraw Hill.
- Gilabert, R. (2005). *Task complexity and L2 narrative oral production*. (Unpublished doctoral dissertation). Universitat de Barcelona.

- Hanton, S., Mellalieu, S. D. & Hall, R.(2003). Self-confidence and anxiety interpretation. *Psychology of Sport and Exercise*. 5. 477-495.
- Harris, D. (1974). *English as second language*. New York: Mc. Graw- Hill Publishing.
- Harris, D. P. (1974). *Testing English as a second language*. New Delhi: Tata Mc. Graw- Hill Publishing.
- İsmail, G.(2015). Correlation between self-confidence and speaking skill of English language teaching and English language and literature preparatory students. *14 Curr Res Soc Sci*. 1(2). 15-16.
- Kayi Hariye. (2006). Teaching speaking: Activities to promote speaking ability in a second language. *The Internet TESL Journal*, Vol. XXI, No. 11. Retrieved December 2018, from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>
- Kemendikbud. (2013). *Kerangka dasar kurikulum 2013*. Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar: Jakarta.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. New York: Oxford University Press.
- Litasari, L. (2010). *An experimental study on the use of picture series in teaching writing narrative text at the tenth grade students of SMA Negeri 2 Banjarbaru*. Banjarbaru: English Education Department of Teacher Training and Education Faculty of Lambang Mangkurat University.
- Mahpul. (2014). *Task difficulty in dialogic oral production by Indonesian EFL learners*. Curtin University.
- Mustika A. (2013). *The effectiveness of using video in teaching speaking for the eighth grade students Of SMPN 1 Manisrenggo*. Published thesis. Yogyakarta: Yogyakarta State University.
- Nation, I.S.P. and Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.
- Nugroho, L. (2015). *The use of picture series in improving students' speaking recount text skill at the first grade of SMAN 1 Pagelaran*. Unpublished Script. Bandar Lampung: University of Lampung.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. New York: Cambridge University Press.
- Nunan, David (Ed). (2003). *Practical English language teaching*. New York: McGraw Hill.

- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Pollard, Lucy. (2008). *Teaching English*. London: University of London.
- Puguh, K. (2014). Using pictures in improving the speaking ability of the grade eight-A-Students of SMP Negeri 1 Anggana. *Dinamika Ilmu Vol. 14. 2*. Retrieved October 10, 2018, from https://www.researchgate.net/publication/307849714_Using_Pictures_in_Improving_the_Speaking_Ability_of_the_Grade_Eight-A_Students_of_SMP_Negeri_1_Anggana
- Riasati, M. J. (2011). Language learning anxiety from EFL learners' perspective. *Middle-East Journal of Scientific Research*, 7(6), 907-914.
- Richards, J. C. & Theodore S. R. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University press.
- Richards, J. C. & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.
- Richards, J.C., & Rodgers, T.S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Rike, F. A., Basturi, H. & Deddy, S. (2014). The using of picture series to increase students' speaking ability [Electronic version]. *U-JET, 2014- Jurnal.fkip.unila.ac.id*. Retrieved October 16, 2018, from <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/4621>
- River, W.M. (1978). *Teaching foreign language skills*. Cichago: University Press.
- Robinson, P. (2000). *Task complexity and reasoning demands: Effects on dyadic NNS- NNS interaction, fluency, accuracy, complexity and incorporation of input*. Unpublished data, Aoyama Gakuin University, Tokyo.
- Robinson, P. (2001a). Task complexity, cognitive resources, and syllabus design: A triadic framework for examining task influences on SLA. In Robinson, P. (Ed.), *Cognition and Second Language Instruction* (pp. 287–318). Cambridge: Cambridge University Press.
- Saldana, J. (2009). *The coding manual for qualitative research*. Los Angeles: SAGE Publications Inc.
- Setiyadi, Ag.Bambang. (2006). *Metode penelitian untuk pengajaran bahasa asing: Pendekatan kuantitatif dan kualitatif*. Yogyakarta: Graha Ilmu.

- Souriyavongsa, et al. (2013). Factors causes students low English language Learning: A case study in the National University of Laos. *International Journal of English Language Education*, 1(1), 179-192.
- Strider, Carol. (2002). *Qualitative descriptive research method* [Online] http://www.ehow.co.uk/info_8687891_qualitative-descriptive-research-.html [December 24th 2018].
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In Gass, S. and Madden, C. (Eds.), *Input in Second Language Acquisition*, pp. 235-256. New York: Newbury House.
- Tarigan, H. G. (1987). *Berbicara sebagai suatu keterampilan berbahasa*. Bandung: Penerbit Aksara.
- Wright, A. (1989). *Picture of language learning*. Cambridge: Cambridge University Press.