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

(A Script)

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ABSTRACT

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

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

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

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

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

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

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A Script

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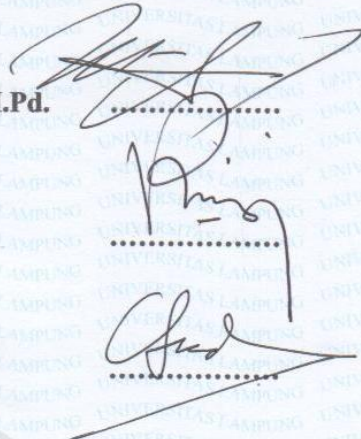**UNIVERSITY OF LAMPUNG**
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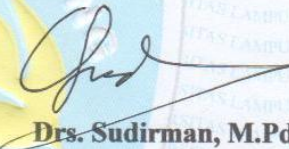
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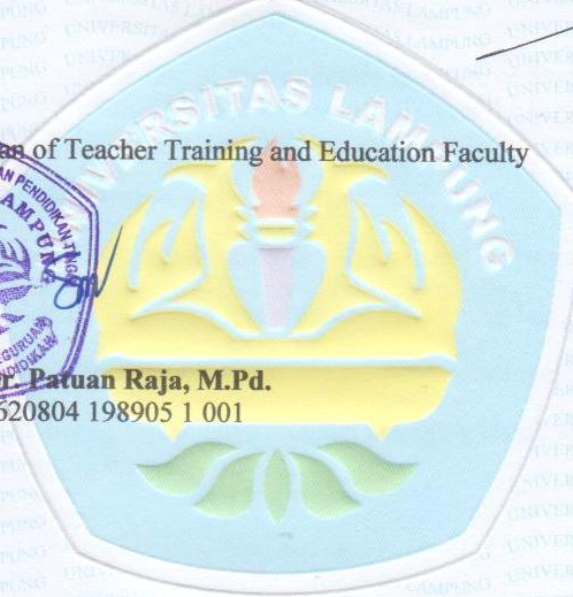
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan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

Bandar Lampung, Juni 2019
Penulis,

Erin Cahya Fadillia

CURRICULUM VITAE

Erin Cahya Fadillia was born on September 15th, 1997 in Metro, Lampung. She comes from a lovely small family as the only child of a wonderful couple, Syahmin Marga and Siti Asiyah. Her father is an entrepreneur and her mother is a house wife.

After attending kindergarten at TK Perwanida in 2003, she continued her study to Elementary school of SDN 2 Metro and graduated in 2009. She pursued her study at SMPN 1 Metro and graduated in 2012. She continued at SMAN 1 Metro and graduated in 2015.

Having graduated from senior high school, she continued her study at English Education Study Program at the Teacher Training and Education Faculty, Lampung University. She accomplished KKN/PPL at SMP Muhammadiyah 2 Gisting, Tanggamus from July to August 2018.

DEDICATION

The writer dedicates this work to:

1. Her beloved parents – Syahmin Marga and Siti Asiyah
2. Her Almamater – University of Lampung
3. Her friends in English Education Study Program
4. English Teachers

MOTTO

Happiness can be found even in the darkest of time,

if one only remembers to turn on the light.

-Albus Dumbledore

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, criticism, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, June 17th, 2019
The writer,

Erin Cahya Fadillia

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I. INTRODUCTION

This chapter discusses about several points, such as; background of research, research question, objective of the research, uses of the research, scope of the research and definition of terms.

1.1. Background of The Research

Based on basic competence of curriculum 2013 (K13), students of senior high school (SMA) should be able to master basic English learning skills such as listening, speaking, reading and writing. Speaking is the important skill that can support the process of mastering and increasing the quality of English for communication. It might be the skill that must be emphasized to increase students' quality of English for communication. This is like what Burns & Joyce (1997) state that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In addition, Weltys (1976: 47) states that speaking is the main skill in communication. Therefore, the teacher should promote the students to be able to communicate well.

Naturally speaking is the unit of communication skill between at least two persons and it is a way to express someone's idea orally. It means that when someone speaks, he or she produces expression that should be meaningful. Then, the

listener is able to receive the message from the speaker directly without any miscommunication.

In relation to curriculum 2013 (K13), in learning English, the students deal with skills, such as: 1. Listening, 2. Speaking, 3. Reading, and 4. Writing. Among those skills, it is difficult for the students to master speaking ability. It is because speaking skill includes many complex aspects: 1. Fluency (smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking), 2. Pronunciation (the way for students to produce clearer language when they speak), 3. Grammar (the rule of study of language inflection), 4. Vocabulary (the words used in language), 5. Comprehension (the ability of understanding the speaker's intention and general meaning).

The researcher also did interview with one of the English teacher at SMA Kartikatama Metro. The teacher told me that there is school program which required the students to speak English in the school area. So, it makes the researcher interested in conducted the research in SMA Kartikatama Metro. And also, the problem that the students face is that they cannot develop the ideas when they want to speak. In addition, the students have difficulty to retell story as an imaginary story. It is difficult for them to recall their imagination about something in the past that they want to say it again. They tend to run out of ideas when they are asked to speak. Moreover, if they have to speak up in front of the class, they get nervous and lose their ideas.

In the previous research, Wulandari (2014) said that students got difficulty in speaking English because they were lack of vocabularies, confidence and sometimes they were afraid when they made a mistake. In addition, the teacher did not use appropriate technique for teaching speaking. This is the chance for the teachers to overcome this problem by providing some creative activities in the teaching learning process.

According to the explanation, the researcher has found that there were many students show up in the classroom without having a confidence to speak in English. To be more concrete, Nizzu's research (2015) also found that some students were not able to communicate orally well because they were lack of vocabulary, grammar, pronunciation, fluency and comprehension which was not sufficient when speaking in English and also they needed more practice. A suitable technique can give students' interest and it will increase their speaking performance. The researcher is intended to use a technique that can motivate and give opportunities to speak or express their ideas. In this case, the researcher will apply picture series to teach speaking. According to Thornburry (2006), series picture can illustrate the script of conversation in order that people can memorize it easily. The researcher assumes that using picture series is very enjoyable for students because they can express their ideas in front of the class based on the series pictures they have seen.

There are several related studies dealing with picture series and speaking skill. The finding, which was teaching procedure text through series picture to improve

students' speaking performance at SMP Negeri 14 Bandar Lampung, was conducted by Hastomo (2013). This research was conducted to find out whether there was any significant difference of students' speaking performance after being taught through series picture. The differences with this research are Hastomo's research applied picture series to teach procedure text, meanwhile in this research picture series will be applied to teach recount that is related to the syllabus of the second semester for the first grade of senior high school. Hastomo's research was conducted in junior high school, but this research will be conducted in senior high school, it is because the researcher assumes that high school students should have better ability in speaking in order to communicate and they have to start it early in their first year.

Therefore, this research tries to investigate the use of picture series to improve students' speaking skill in teaching recount text at the first grade students of SMA Kartikatama Metro.

1.2. Research Questions

The problems of this research are formulated as follows:

1) Is there any significant improvement on students' speaking skill after being taught by using picture series?

2) Which aspects of speaking skill improve the most and improve the least after being taught by using picture series?

1.3. Objective of The Research

In relation to the research problem, the objectives of the research are:

1) To find out whether there is significant improvement on students' speaking skill by using picture series.

2) To investigate the most and the least improvement of speaking skills' aspects after being taught through picture series.

1.4. Uses of The Research

1) Theoretically, this research will be useful for supporting the theory about Picture Series Technique in teaching speaking skill.

2) Practically, as additional information for English teachers to increase the teachers' knowledge of English and share experience in improving students' speaking skill by using Picture Series.

1.5. Scope of The Research

This quantitative research would be conducted in the first grade of SMA Kartikatama Metro. In teaching speaking, there are several techniques such as Storytelling, Role Play, Talking Chips, Clamshell, Jigsaw, English Song, Picture Series. This study only focused on improving students' speaking skill monologue through picture series. The students are expected to be able to comprehend speaking in terms of macro skills, such as: pronunciation, grammar, vocabulary, fluency, and comprehension. Students' improvement would be known by comparing the result of the students' pretest and posttest.

1.6. Definition of Terms

There are terms needed to be defined in order to avoid misunderstanding and ambiguity, such as:

1) Speaking is oral communication which happens between at least two persons, those are the speaker and the listener. It is used to deliver or to express their ideas, message, information or opinion.

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

3) Picture is an images or likeness of objects, persons, places, things or ideas on flat surface by means of drawing, painting, or photograph.

4) Picture series is a series of pictures that explains about the events in a story.

5) Recount text is a kind of text that has purpose to explain about series of events that happened in the past time.

This is the end of chapter one discussing about background of research, research question, objective of the research, uses of the research, scope of the research and definition of terms.

II. LITERATURE REVIEW

This chapter reviews theories that support this research. It consists of speaking, aspects of speaking, teaching of speaking skill, recount text, picture series, picture series in teaching of speaking, advantages and disadvantages, procedure of using picture series in teaching of speaking, theoretical assumption and hypothesis.

2.1 Speaking

Speaking is very important ability in doing daily activities because people can react to other persons and situation and express their ideas, thoughts and feelings through spoken language. Thus, speaking is the productive skill and very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the students in school and later in every phase of their life. Pollard (2008) says that one of the most difficult aspects for students to master is speaking. It is difficult when learners have to consider and think about their ideas, language, grammar, vocabulary, and pronunciation in one time and how to react with a person who communicates with them.

According to Bailey (2005), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

In line with Kartimi (1986), speaking is the ability in using oral language to explore idea, intention, thought and feeling to other people as a way to make the hearer understand the message clearly. Based on the ideas, it can be assumed that through speaking someone can communicate or express what she or he wants to say in order to understand one another.

2.2 Aspects of Speaking

There are five aspects of speaking skill; those are grammar, vocabulary, pronunciation, fluency and comprehension. The five aspects that must be fulfilled in speaking classroom:

1) Grammar

Syakur (1978) defines grammar as a correct arrangement of sentences in conversation. It is the rule of study of language inflection containing:

a. A morpheme is the smallest grammatical unit in a language. For example: *The girl whom you have seen is one of the best Indonesian pianists.* → *ist, ese: morpheme.*

b. Word is a single distinct meaningful element of speech or writing. For example: *The girl whom you have seen is one of the best Indonesian pianists.* This sentence consists of The (Article) Girl (Object) Whom (Object Pronoun) You (As Subject) Have (Verb) Seen (Verb 3 of see) Is (To Be) One (Noun) Of (Preposition) The (Article) Best (Superlative) Indonesian (Noun) Pianists (Pronoun).

c. The phrase is the sentence of words that stand together as a single unit, typically as part of a clause or a sentence. For example: *The girl whom*

you have seen is one of the best Indonesian pianists. → *one of the best*

Indonesian pianists: phrase.

d. Clause and sentence; a group of words which express a complete thought. For example: *The girl whom you have seen is one of the best Indonesian pianists.* → *whom you have seen: clause.*

e. Patterns: simple present tense, simple past tense, present perfect tense, present continuous tense, present future tense, past continuous tense, future continuous tense of language.

The pattern that is used in this research is simple past tense, as recount text is about event that happened in the past time.

2) Vocabulary

The speaker cannot communicate well if he/she does not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what stated by Syakur (1987). Vocabulary is divided into two parts; close class and open class. The close category/class is one to which new items are barely added. It means that member is fixed and do not change. Close category consist of conjunction, pronoun, and preposition. Here are examples of close class:

a. *I like reading **and** swimming* (The word "and" is conjunction).

b. *What is **your** favourite animal?* (The word "your" is pronoun).

c. *My home is **beside** the school* (The word "beside" is preposition).

Besides that, open class consist of noun, adjective, verb and adverb. Words in the open category are usually further divided into simple and complex word.

According to Harmer (2004: 153) the elements of English vocabulary are morphemes that combined to make the majority of words in the English language. Here is the implementation of elements vocabulary in a text, such as:

a. Nouns

This part of speech refers to words that are used to name person, things, animals, places, ideas, or events. Noun consisted of countable noun (e.g. book, pencil, etc), uncountable noun (e.g. water, air, etc), common noun (e.g. car, tv series, etc), concrete noun (e.g. folder, sand, etc), and abstract (e.g. happiness, bravery, etc). Specifically, here are the examples of nouns:

- Hailee brought a *book* yesterday.

- My brother gave me a glass of *water.*

- *Happiness* is easy to get if we always think positively.

The italic word in every sentence above is the noun.

b. Verb

This is the most important part of speech. It is true because without verb, a sentence cannot be a complete sentence. Verbs are consisted of regular verb (e.g. describe, show, etc) and irregular verb (e.g. drink, come, etc). Particularly, the samples of verb are stated below:

- Harry *describes* how good he is at his driving class today.

- My sister *drinks* a cup of coffee with my mother.

- I *love* my family.

The italic word in every sentence above is the verb.

c. Adjective verbs

This part of speech is used to describe a noun or pronoun. Adjective can specify the quality, the size, and the number of nouns or pronouns. In particular, here are the examples of adjective in sentences:

-   A *good* mother can teach her children patiently.

-   I have *fat* cat called Cepoy.

-   Indry just bought an *expensive* book from the bookstore.

The italic word in every sentence above is the adjective verbs.

d. Adverbs

In same case of adjectives, adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs or another adverb. The different types of adverbs are:

-   Adverb of manner

This refers to how something happens or how an action is done. For example: Salma dance *gracefully*. The word "gracefully" tells how Salma Danced.

-   Adverb of time

This states "when" something happens or "when" it is done. For example: She came *yesterday*. The italic word tells when she "came".

-   Adverb of place

This kind of adverb tells something about "where" something happens or "where" something is done. Here is the example of adverb place: Of course, I looked *everywhere*. The adverb "everywhere" tells where I "looked".

- Adverb of degree

This adverb states intensity of the degree to which a specific happens. For example: the child is *very* talented. The italic adverb answers the question, "to what degree is the child talented?".

3) Pronunciation

Pronunciation is the way students produce clearer language when they speak. Harris (1974: 81) defines pronunciation as the intonation patterns. Harmer (2001: 28-33) provides more issues related to pronunciation. He suggests:

a. Pitch is the quality that allows us to classify a sound as relatively high or low.

b. Intonation is the rise and fall of the voice in speaking.

c. Individual sounds are single sound that is out from mouth.

d. Sound is vibrations that travel through air or another medium and can be heard by people.

e. Spelling is the writing of a word or words with the necessary letters and diacritics present in a comprehensible order, usually with some degree of standardization.

f. Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence.

Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974: 81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking. It means that when a person makes a dialogue with another person, the other person can give well respond without difficulty.

5) Comprehension

As stated by Heaton (1991: 35), comprehensibility denotes the ability of understanding the speaker's intention and general meaning. It means that if a person can answer or express well and correctly, it shows that he/she comprehends or understands well.

2.3 Teaching of Speaking Skill

The students should improve their speaking skill to express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. Kayi (2006) states that teaching speaking has been undervalued and English language teachers have continued teaching speaking just as a repetition of drills or memorization of dialogues. However, today's world requires the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves. Teaching speaking means teaching how to produce the language for communication. So, it is clear that language is

very important. We can not only teach what will be spoken but also the situation that will be faced as the teacher to teach speaking by carrying out the students in a certain situation concerning the topic discussed. For example, the topic is about "Holiday". Hence, the teacher should carry out the students' activities in this situation to be involved. The topic must be:

a) Familiar: well-known from long or close association to the students.

b) The ideas: a thought or suggestion as to a possible course of action.

c) Organization: entities comprising multiple people, such as an institution or an association that has a collective goal and is linked to an external environment are clear and the learners have an oral command.

d) Oral commands of the language: the primary goal in small classes, while grammar and the written aspects are not neglected.

2.4 Recount Text

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

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

a. An orientation letting the reader know who is involved, where, when, etc.

b. Retelling of a series of events in chronological sequence.

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

    a.   Personal letter (not incitation)

    b.   Biography/autobiography

    c.   Journal reports

    d.   Police reports

    e.   Sport reports

    f.   History

Recount Text has three main factors, they are:

    a.   *Orientation:* telling about people or things which have done or have participated inside, with times, places, situation, etc.

    b.   *List of an Event:* in accordance of the steps of an event.

    c.   *Re-orientation or personal comment:* not always there (optional): summary the event.

According to Derewianka (2004), the focus is on a sequence of events, all of which relate to a particular occasion. The recount generally begins with an *orientation,* giving the reader the background information needed to understand the text (i.e., *who* was involved, *where* it happened, *when* it happened). Then, The Recount unfolds with a *series of events* ordered chronological sequence. At various stages there may be some *personal comment* on the incident (e.g., We had a wonderful time).

The function of the recount text is to retell about an event or experience which happened in the past time, and the aim is not only to retell but also to entertain. Derewianka (1990) identified that there are three types of recount text, namely:

1) Personal Recount

   Telling about activities whereas the writer or speaker involves or do by herself or himself (e.g. oral anecdote, diary entry). Use the first person pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor. The following is the example of personal recount:

   A Terrible Railway Station
   This morning with my hands full of bags, I went to the railway station to catch my train at 10:00. I went there with a cab. To my surprise, when I just stepped my feet outside the cab, I could see a terrible huge crowd inside the railway station. As soon as I got myself into the crowd, I could smell millions of odor smells that were really horrible. I could not help myself to get rid of that because my hands were full with luggage. I just squeezed myself between two Chinese people and managed to pull myself out of the crowd onto the bridge to the railway station. I was luck as I have booked the ticked to Alor Seter. So I did not bother to queue up for a ticket.
   Taken from (http://www.text-types.com/ExampleofRecount)

2) Factual Report

   Record the particulars of an incident (e.g. report of a science experiment, police report, news report, historical account). This type use the third person pronouns (he, she, it, their). Details are usually selected to help the reader reconstruct the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at 2.35 *pm.,* between *Jhonson St* and *Park Rd,* the man drove at 80 *kph*). The passive voice may be used (e.g. the beaker *was filled* with water), it may be appropriate to include explanations and justifications. Here is the example of factual recount:

Bali Bomb

The bomb, in the resort of Kuta, destroyed the Sari Club and a crowded nightspot. Many people have fallen victims to this blast. Many of them were foreign tourists, especially from Australia. They were burned beyond recognition. Some tourist who were at the scene of the blast said there were two explosions around the nightclub. One bomb had exploded outside Paddy's Bar before a Bar bomb hit the Sari Club which was located some meters away. Hundred were injured in the explosion and about 220 Australians remain unaccounted for. The U.K. Foreign Secretary, Jack Straw, said that 33 Britons were among those killed in the Bali attack. The Australian Prime Minister, John Howard, called its borders, saying it had been a problem for a long time. Lists of missing people have been posted in Bali and official said that it could take days to identity all the victims, some of whom were trapped in the Sari Club by a wall of flames. A notice board at the hospital in Bali includes a section called "Unknown Identity" and detailed list on victims such as: "Young girl in intensive care, 11-14 years old, face burned, income, Causation," or "Girl in intensive care, about 5 years old, 130 cm, fair skin, Caucasian with reddish brown hair. She has a purplish belly button ring."

Many embassies, including the British and the American, are advising their people to cancel spending their planned holidays in Indonesia, and all U.S. citizens in the country have been told to leave including diplomats and non-essential government staff.

Taken from (http://www.text-types.com/ExampleofRecount)

3) Imaginative Recount

Taking on an imaginary role and giving details of events (e.g. day in the life of Roman slave; how I invented...). Usually write in the first person. It may be appropriate to include personal reactions. The following is the example of an imaginative recount:

A Day in My Life without Feminism

To imagine a day in my life without feminism is nearly impossible. I was born in 1991, and by the time I became an adult, decades had already passed since women in the United States gained their rights. I've been fortunate enough that I have not had to experience the full extent of the oppression of women. I'm a very opinionated, outspoken woman, and if I did not have feminism, there would be many limitations on my means of self expression. No female in this country would have any of the rights they have today.

As strong-willed as I am, I value my right to vote dearly. Not only am I pleased that I can vote, but also that I'm able to engage in serious political conversations or run for a political office, if I'd like. If the Women's Rights Movement had not occurred, I would not be eligible to vote or run for office. Moreover, any opinions I may offer regarding politics would be instantly

dismissed. I imagine that I would feel as if my government thinks I am not important, which would likely cause me to rebel, after which I would be imprisoned, as so many women were.
Taken from (http://www.text-types.com/ExampleofRecount)

Of the three types of recount text, the researcher chose the second type of recount text that is factual report which is about historical events and biography of famous people because it is suitable with the basic competence in the curriculum. The researcher considers it the easiest type of recount text because it tells about the activities that involve the speaker or it is done by the speaker himself or herself. It also uses the first person pronoun (I, we). So students as the speaker do not get much difficulty in recalling or imagining the activities. Further reason for choosing this type of recount text is because the students are the first year students of senior high school, so the speaker took the easiest type of recount text.

2.5 Types of Picture

There are several types of picture:

a. Picture Series

Picture series is usually used to tell a series of events or to tell a story (Yunus, 1981: 49). The research tries to implement picture series as an alternative way in teaching learning process. 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.

b. Picture Strip Story

According to Kunzle (1973:2), picture strip story comprises of graphic art for reproduction that told stories through the use of both pictures and words. This technique tells a complex story in a few images provides comment and provokes thought on events an issue in the news. Picture strip story gives the example of vocabulary related to current trends and fads.

c. Jumbled Picture

In Cambridge International Dictionary of English (1995), Jumble is unity and confused mixture (of things, feelings, or ideas). In other words, Jumbled Picture is a set of pictures mixed randomly that contain events of story that readers need to order in appropriated sequence.

From the explanation above, it can be concluded that there are some types of picture; picture series, picture strip story, and jumbled picture. In this research, picture series used by the researcher.

2.6 Picture Series

Picture is one of visual aids that are used by the teacher in teaching learning process. There are some kinds of pictures that are used by the teacher such as a picture, picture series, and so on. In this paper, the researcher tries to implement picture series as an alternative way in teaching learning process. As Wright (1989) states that 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.

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 message from the picture based on their imagination. Moreover, it can vary the teacher's techniques in creating the atmosphere in the classroom as a real condition.

A picture is used to substitute the real things. The students can recognize and compare the words and the real things. The first function 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 is related to the second picture and so on. It can build up the students' motivation in learning English text.

Pictures are set in series in order to deliver a message that can represent an event. The picture series that represent a series of events can be taken from various sources, for instance from internet, books, magazine, or capturing a movie, etc.

2.7 Picture Series in Teaching of Speaking

There are several methods in teaching speaking. English teacher must have the ability to make an interesting class. Using picture series is one of the ways to

explain a real situation. It is one of media that can make the students enjoy the lesson. Harmer (2001:134) states that to facilitate learning, teacher can use pictures to illustrate specific lessons topic, especially in explaining learning process. There are some benefits of using picture (Gerlach and Elly, 1980:277). It defines as follows:

1) Pictures are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, newspaper, etc. pictures provide common experiences for an entire group of student. It means by using picture, teacher can involve all of students in his or her class.

2) Pictures can help to prevent misunderstanding. It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students' perception and teachers' perception.

3) Pictures help the students to focus on the subject and make students active.

Based on the explanation above, it can be believed that teaching speaking using picture has some benefits in learning process. Since, it implies that teacher can use picture as media to create students' motivation and also make them active in the class (Gerlach and Elly, 1980:277).

2.8 Advantages and Disadvantages

There are several advantages and disadvantages of teaching speaking by using picture series.

The advantages of using picture series:

1) Picture series help the students understand something happens in sequence since picture can represent place, object, people, etc.

2) Picture series guide students on vocabulary, and organization.

3) Picture series can visualize information brought by the teacher.

The disadvantage of using picture series:

Picture series is not suitable to demonstrate meaning of all vocabularies specifically abstract noun for instance the word "opinion".

2.9 Procedure of Using Picture Series in Teaching of Speaking

Procedure of using picture series is used to make sure that the research is systematically arranged and to avoid confusion. There are some steps of teaching speaking by using picture series:

a. The students are asked to answer the questions by the teacher about a short recount text.

b. The students are asked to listen to the short recount text that is being told by the teacher.

c. The teacher tells the story to the students by using picture series.

d. The students are asked some question related to the activities that they should do.

e. The teacher retells the story once again so that the students understand.

f. The students are asked to make their own recount text by using the same picture series as spoken by the teacher.

g. The teacher asked some of students to come in front of the class to perform their spoken recount text.

h. The teacher gives comment and explains necessary things such as correction and how to do a monologue.

2.10 Theoretical Assumption

The researcher assumed that teaching recount text through picture series improves the students' speaking skill. Reasonably, it is an activity which can help the students a chance to think critically and interpret events in picture and express the ideas. Picture series is also suitable for teaching speaking because it helps the students to express their ideas and stimulate their imagination by seeing the picture series.

Based on the explanation of picture series, the researcher believes that there is significant improvement on students speaking recount text. Picture series can help the students to communicate effectively because the message is delivered in each picture is clearly enough to be understood and it shows concrete visual description. It will help them to develop their ideas to speak.

2.11 Hypothesis

The hypothesis of this research is formulated as follows:

1) There is a significant improvement of students' speaking skill in recount text after being taught by using picture series.

2) The speaking aspect that improves the most is comprehension and pronunciation is improved the least.

This chapter has discussed about speaking, aspects of speaking, teaching of speaking skill, recount text, picture series, picture series in teaching of speaking, advantages and disadvantages, procedure of using picture series in teaching of speaking, theoretical assumption and hypothesis.

III. METHODS

This chapter discusses about research design, population and sample, data collecting technique, instrument, procedure of data collection, data analysis, data treatment, and hypothesis testing.

3.1 Research Design

This research dealt with improving students' speaking skill by using picture series in communicating Englsih since it is often considered as one of difficult skills to be mastered by the students. In conducting the research, the researcher applied quantitative research design as the research methodology. Quantitative method is a method deals with statistical analysis of data in the form of scores and numbers (Creswell, 2012: 19). This research mainly dealt with scores which the aims of finding out whether there was improvement on the students' speaking skill or not by comparing the result of the pretest and the posttest. One Group Pretest and Posttest design were used in this research since the research tended to find out the improvement on speaking ability of the students by comparing the result between pretest and posttest.

The research design could be represented as follows:

T1 X T2

Where:

T1 is Pre-test (Given before the researcher teaches through picture series in order to measure the students' competencies before they are given the treatment).

X is Treatment (Given for three times through picture series to improve students' speaking skills).

T2 is Post-test (Given after implementing picture series and to measure how far the students' improvement after they get the treatment).

(Hatch and Farhady, 1982:20 in Setiyadi, 2006: 44)

3.2 Population and Sample

The population of this research was the first grade students of SMA Kartikatama Metro in the second semester 2018/2019. Before conducting the research, the researcher interviewed the teacher and got information that the number of the students would be about 30, but in fact when the researcher conducted the research, there were 19 students in each class. So, the number of sample of this research was 19 students. In conducting this research, the researcher took one class as experimental class. The sample was 10 IPA 2, which was chosen by using lottery technique. This class consisted of 19 students, 4 males and 15 females.

3.3 Data Collecting Technique

Picture series were applied to know the result of students' achievement in their speaking skill of recount text. Test was the main instrument in this research. The first test was the pretest and the second one was the post-test. Here are the explanations:

1) Pretest

The researcher administered the pretest before giving the treatment the aimed of which to know the students' speaking skill before given the treatment by using picture series. Before conducted the pretest, the researcher explained the topics that were tested. The test focused on oral test. The researcher recorded the students' performance in order to help the researcher in scoring the oral test.

2) Post Test

The post test was administered after the treatment which was aimed to see the significant differences between students' speaking skill before and after they were taught by using picture series. The post test was similar to the pretest. The post test was administered to whole students by recorded them one by one. So, the researcher was able to score every student's performance by playing the record.

3.4 Instrument

For the instrument, this study used speaking test. In fulfilling the criteria of a good test, validity and reliability of the test should be considered. They are explained as follows:

1.4.1 Validity

Validity is the extent to which an instrument really measures the objective to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). A test can be considered to be valid if it can precisely measure the quality of the test.

Validity indicates how deep the instrument is valid when it is capable to provide the output accord with the researcher's need of data.

1.4.2 Reliability

Reliability is the measure of how stable, dependable, trustworthy, and consistent a test is in measuring the same thing each time. (Worthen et al., 1993). Reliability defines as the extent to which a questionnaire, test, observation or any measurement procedure produces the same result on repeated trials.

3.5 Procedure of Data Collection

The procedures of the research were as follows:

1) Selecting and Determining the Population and Sample

   The population of this research was the first grade students of SMA Kartikatama Metro.

2) Selecting the Materials

   The materials were about recount text which was taken from the students' book based on the syllabus.

3) Administering the Pretest

   The pretest was administered before the treatment which was aimed to know the students' speaking skill before being given the treatment through picture series. The researcher administered the pretest to the students. Meanwhile, before conducting the pretest, the researcher explained the topic that would be tested. The test focused on oral test. The test was administered once. The researcher gave the direction in each test to all

students and asked the students to tell it in front of the class one by one. In performing the test, the students were asked to speak up clearly since the students' voices would be recorded. Furthermore, the researcher and another English teacher judged the students' performance.

4) Conducting the Treatments

In this research, the treatments were administered in two meetings. The researcher had 60 minutes for each meeting with two different text and picture series.

5) Administering the Posttest

The post test was conducted after the treatment. The post test aimed to know the progress of speaking skill through picture series. The test was administered once, after two meetings or treatments.

6) Recording

The researcher recorded the students' speaking skill during the pretest and the posttest by using audio recorder tool. 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.

7) Analyzing the Test Result

After scoring the students' performance, the researcher compared the result between the pretest and the posttest, to see whether the scores of posttest were higher than the score of pretest in each aspect of speaking.

3.6 Data Analysis

To analyze the data of the students' mean score in the pretest and the posttest, the researcher was computed 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 score of pretest was compared to the mean of posttest to see whether the use of picture series has positive impact toward students' speaking skill. In order to find out whether the students get an improvement, the researcher used the following formula.

I = M2-M1

Notes:

I   = the improvement of students' speaking achievement

M2   = the average score of posttest

M1   = the average score of pretest

The data in form of scores would be analyzed by using quantitative analysis. In other words, the data analysis would be conducted to interpret the data from the pretest and the posttest: the purpose of the pretest was to measure the initial score

of speaking ability. The test was administered to measure the improvement of their speaking skills from the pretest and the posttest. There were some criteria to assess students' speaking task. According to Haris (testing English as a second language, 1969, cited from Rizqon, 2011), the scoring criteria of speaking are pronunciation, grammar, vocabulary, fluency, and comprehension. First, the test would be assessed by two teachers. Second, the score would be calculated by applying the statistical analysis of t-test to examine the differences of the pretest and the posttest.. In addition, the significance of the test would be analyzed by using computer program of *Statistical Product and Service Solution (SPSS) 16.*

3.7 Scoring System

In collecting the data, the researcher conducted speaking test. The researcher provided two different topics to perform orally by the students. The teacher called the students one by one to perform their spoken recount text in front of the class. The teacher would give the score of the students' speaking ability based on the five aspects namely pronunciation, grammar, vocabulary, fluency, and comprehension.

This oral test would be measured through five aspects of students' speaking skill. The scoring system used was based on Harris (1975: 84), because it was simple and easy to use.

3.1 Table of Scoring Data from Aspects of Speaking Test

Aspects	Score	Qualifications
Pronunciation	5	If speech is fluent and effortless as that of native

		speaker.
	4	Denote that if it is always intelligible though one is conscious of a definite accent.
	3	Refers to pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Indicate that it is very hard to understand because of pronunciation problem most frequently asked to report.
	1	Shows that pronunciation problem so serve as to make conversation unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Refers to that speed and fluency are rather strongly affected by language problem.
	2	Means that a student usually doubt and often forces into silence by language problem.
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Vocabulary	5	The use of vocabulary and idiom virtually that is of native speaker.

	4	Indicates that sometimes a student uses inappropriate terms and or rephrase ideas because inadequate vocabulary.
	3	Refers to using frequently the wrong word, conversation somewhat limited because of inadequate vocabulary.
	2	Denotes that misutilizing of word and very limited vocabulary make conversation quite difficult.
	1	Means that vocabulary limitation so extreme as to make conversation virtually impossible.
Fluency	5	If the speech is fluent and effortless as that native speaker.
	4	Refers to speed of speech seems rather strongly affected by language problem.
	3	Make frequents errors of grammar and word order, which obscure meaning.
	2	Grammar and word order make comprehension difficult must often rephrase sentence and/or restrict him to basic pattern.
	1	Errors in grammar and word order to serve as to make speech virtually unintelligible.
Comprehension	5	Appear to understand everything without difficulty.

	4	Understand nearly everything at normal speed although occasionally repetition maybe necessary.
	3	Understand most of what is said at lowers that normal speed with repetition.
	2	Has great difficult following what is said.
	1	Cannot be said to understand even simple conversation in English.

The score of speaking skill based on the five elements could compare in percentage as follows:

    a. Pronunciation ………………………… 20%

    b. Grammar ………………………….… 20%

    c. Vocabulary …………………………… 20%

    d. Fluency ……………………………….. 20%

    e. Comprehension ………………………. 20%

       Total percentage ……………………… 100%

The score of each aspect was multiplied by four, so the total score is 100. Here is the identification of the score of the students speaking:

If the students get   5, so 5 X 4 = 20

                         4, so 4 X 4 = 16

                         3, so 3 X 4 = 12

                         2, so 2 X 4 = 8

                         1, so 1 X 4 = 4

For example:

A student got 4 in pronunciation, 3 in vocabulary, 3 in fluency, 4 in comprehension and 3 in grammar.

Therefore, the student's total score would be:

Pronunciation   4 X 4 = 16

Grammar   3 X 4 = 12

Vocabulary   3 X 4 = 12

Fluency   3 X 4 = 12

Comprehension   4 X 4 = 16

Total =   68

It means that he or she got 68 for speaking.

The students who gained score ranging from 1-4 is categorized very poor, score ranging from 5-8 is categorized "poor", the score ranging from 9-12 is categorized "fair", the score ranging from 13-16 is categorized "good", and the score ranging from 17-20 is categorized "excellent".

The test would be scored by two raters, the researcher herself and one of English teacher at the school as another rater to reach the reliability of the test.

3.8 Data Treatment

According to Setiyadi (2006: 168-169), using T-Test for hypothesis testing has three basic assumptions that can be described as follows:

1. The data is an interval.

2. The data is taken from random sample in population.

3. The data is distributed normally.

3.9 Hypothesis Testing

Hypothesis of this research was:

H0 = Tvalue < Ttable

H1 = Tvalue > Ttable

H0   : There is no significant improvement on students' speaking skill after

       being taught by using picture series.

H1   : There is significant improvement on students' speaking skill after being

       taught by using picture series.

In testing the hypothesis that using picture series to improve students' speaking ability, the researcher used *Repeated Measure T-Test*. The hypothesis was also statistically tasted using statistical computerization (SPSS 16), in which the significance was determined by $p<0.05$.

Those are the explanations of this chapter about the methods of the research. They are research design, population and sample, data collecting technique, instrument, procedure of data collection, data analysis, data treatment, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use picture series in teaching speaking and for those who want to conduct similar research.

5.1 Conclusions

This research concerned with the use of picture series to improve students' speaking skill at the first grade of SMA Kartikatama Metro. Based on the research findings and discussion, the conclusions are stated as follows:

1. The use of picture series was effective to improve students' speaking skill. It could be seen from the improvements of students' score in the pre-test and post-test. The mean score improved from 33.15 to 66. The mean score is below the minimum standard of English lesson in the school which is 76 even though there is improvement. Picture series also improved the students' skill in the five aspects of speaking of speaking namely, comprehension, grammar, fluency, vocabulary, and pronunciation by seeing the analysis of the students' performance in the pretest and the posttest in each aspect.

2. The most improved aspect of speaking is comprehension because picture series helps the students to understand the teachers' intention in general meaning, it means that the students could understand well the whole story and

the students were also able to express their ideas well and correctly.

3. The use of picture series could improve students' speaking skill in speaking recount text. It is because the use of picture series helps the students express their ideas. Pictures series consist of more than two pictures that connected each other in chronological order. Every picture tells an event. Using a picture will help the students to illustrate it in an event. In addition, picture series could make the students interested in the teaching learning process. It is because the pictures were colorful. Thus, the students loved it. It implies that picture series increased students' enthusiasm in the teaching and learning process of writing.

5.2 Suggestions

Considering the findings of the research, the researcher would like to recommend some suggestions as follows

5.2.1 Suggestions for English Teachers

a. Evidently, pronunciation is the lowest skill among the other aspects of speaking skill. According to this reason, the teacher should be more concerned with the sound of words and the intonation. The teacher can give repetition drill to exercise the students' tongue.

b. It needs much time to apply picture series in teaching speaking. Therefore, the teacher should allocate the time efficiently.

c. English teachers are suggested to use picture series as one of the alternative to improve students' speaking skill. This is because it can help the students share their own idea by using their own words and their own

way.

5.2.2 Suggestions for Further Research

a. This study was conducted in the first grade of Senior High School. Therefore, the further research can try to find out the use of picture series in different level of school.

b. Obviously, the students' score are still low in pronunciation aspect. Thus, the further researcher is suggested to find out another strategy to improve students' speaking in terms of pronunciation.

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