**TEACHING SPEAKING THROUGH PICTURE SERIES MEDIA AT THE
SECOND GRADE OF SMP NEGERI 4 NATAR**

By

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ABSTRACT

TEACHING SPEAKING THROUGH PICTURE SERIES MEDIA AT THE SECOND GRADE OF SMP NEGERI 4 NATAR

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Ferry Sepriyanto

The objective of this research is to find out whether there is an improvement in students' speaking ability after they are taught by using picture series at SMPN 4 Natar.

This research was conducted at the second-grade students of SMPN 4 Natar in the academic year 2020/2021. There were five classes in the second grade of SMPN 4 Natar. Each class consisted of 23 students. The researcher took class VIII D. This research used one group pretest-posttest design by giving the pre-test, treatments, and the post-test. The instrument used to get the data in this research was speaking tests. Speaking tests in the forms of pre-test and post-test were done to collect the data. Then, the t-test was used to test the hypothesis.

The result of the hypothesis test proves that using picture series can improve students'speaking ability. It can be seen from the mean score of the pre-test and post- test which was analyzed through SPSS 16.00. The mean score of the pre-test was 53.7 and it was improved to 70 in post-test and the gain was 16.3. The result of the t- test shows that the level of significance is $p < 0.05$ and the significant two-tail is $p=0.000$. It can be said that using picture series csn improve students' speaking ability.

TEACHING SPEAKING THROUGH PICTURE SERIES AT THE SECOND GRADE OF SMP NEGERI 4 NATAR

By
Ferry Sepriyanto

A Script

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ENGLISH EDUCATION STUDY PROGRAM

ARTS AND LANGUAGE EDUCATION DEPARTMENT

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	at the Second Grade of SMP Negeri 4 Natar

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

Bandar Lampung, 20 Desember 2021

Yang membuat pernyataan,

Ferry Sepriyanto

CURRICULUM VITAE

The writer's name is Ferry Sepriyanto. He was born in Natar, on September 13th, 1995. He is the second son of a great couple, AKP (Purn) Sugiyanto, S.E. and Lilis Komalasari. He enrolled SD Negeri 4 Natar in 2001 and graduated in 2007.   After that, He continued her studies at SMP Negeri 1 Natar and graduated in 2010. Then, He continued her studies at SMA Negeri 1 Natar and successfully finished in 2013. He entered the S-1 program at English Education Study Program of the Faculty of Teacher Training and Education in University of Lampung through SBMPTN in 2014. From July to August 2018, he carried on Teaching Practice Program (PPL) at SMK PGRI 1 Limau, Tanggamus. He carried out her research from 19th July to 24th August, 2021 in SMPN 4 Natar.

DEDICATION

This script is entirely dedicated to:

My beloved father and mother

AKP (Purn) Sugiyanto, S.E. and Lilis Komalasari

My sibling

Noviyani Ekasari, A.Md. Adhi Satrio Pamungkas

My Almamater

Lampung University

MOTTO

Tidak ada kegagalan jika kita selalu berusaha dan berdoa, karna kegagalan hanya untuk orang yang malas dan tidak mau berusaha.

"Mynn 2021"

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In this case, the writer would like to express her deep gratitude and respect to those who have a valuable contribution to helping and supporting her to finish this script.

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10. Big family of SMP Negeri 4 Natar.

11. My beloved KKN friends.

Hopefully, this script will give a positive contribution to educational development and also for those who want to carry out further research.

Bandar Lampung, December 2021
The Writer

Ferry Sepriyanto

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I. INTRODUCTION

This chapter is concerned with the background of the study, which includes; introduction which deals with background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms, classify as followed:

1.1 Background of the Problem

Based on basic competence of curriculum 2013 (K13), students of Junior High School (SMP) 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. Byrne (2000) Speaking is a person's skills to produce sounds that exists at the. meaning and be understood by other people, so that able to create of good. communication. Furthermore, speaking is the use of language to. communicate with other.

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 achievement of understanding the speaker's intention and general meaning).

Before conducting the research, the researcher did observation at SMP Negeri 4 Natar, the problems that the students' in process of learning English through speaking are:

1. The students' are lack of vocabulary, so they are not be able to speak fluently
2. English lesson in the school is only once a week, the learning process is not effective
3. The students' find it difficult in speaking since they are not confident in speaking in front of people by using English

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.

The researcher chooses picture series as a technique for making the learning process more interesting when they learn about English. Picture series is one of the techniques to help the learners to recall their imagination into a realistic idea to create an oral form of information, a type of picture is an object, people, and animal. 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.

Concerning with previous studies that was done by Windihastuti (2013) with a title "Improving Students' Speaking Skill by Using Picture Series at the Tenth Grade of SMA Negeri 6 Surakarta 2012/2013" which purposed to find out whether picture series is effective or not for teaching speaking. The study used purposive sampling, choosing of a group of subject based on the language ability that viewed from more skill in language. Windihastuti (2013) took a sample class which consisted of 32 students. As the result, the research found that there was sighnificant improvement in speaking achievement between the students after the implementation of picture-series as the media.

Based on the results of the observation above, the researcher is interested in conducting the research entitled Teaching Speaking Through Picture series media.

1.2 Formulation of the Problems

Based on the background, the researcher formulates the research problems as followed:

1. Does picture series give improvement to the students' speaking achievement?
2. Which aspect improves the most after the implementation of picture series media?

1.3 Objectives of the Research

The objectives of the research were:

1. To find out if there is any improvement to the students' speaking achievement after the implementation of Picture Series.
2. To find out which aspect improves the most after the implementation of picture series media.

1.4 Uses

Theoretically, the result of this research can be used:

a. As a reference for the future researcher who chooses the picture series media to teach the students' speaking skill.
b. This study contributes to giving knowledge of the way to improve speaking skills by using picture series.

Practically, the result of this research are:

a. For English teachers, this study can enrich their techniques in teaching speaking skills.
b. For the students, through this study, they can improve their motivation to learn English, especially speaking.
c. For other researchers, this study can enrich their references if they want to conduct a research for the same and related topics or not.

1.5 Scope of the Research

Speaking is oral communication (Byrne, 1984). It is an activity conducted by people to communicate and interact with other people in an appropriate and correct situation to express the idea or feeling. By speaking, the students can communicate with others and also can express ideas or opinions. Therefore, this research was focused on improving the students' speaking achievement by using picture series.

In learning speaking, the researcher observed the students' problem in speaking achievement into five aspects of speaking, they are pronunciation, grammar, vocabulary, fluency, and comprehension. The five aspects are covered in the research because those aspects are the points covered to evaluate the students' speaking performance in the speaking test. The researcher limits the research on the process of teaching speaking through picture series and the objects are focused on the students' speaking achievement. The material of the learning is narrative text based on English curriculum of Junior High School. The subject of this research will be the second grade of SMP Negeri 4 Natar.

1.6 Definition of Terms

The definition of the research are:

1. Speaking

Speaking is an ability of every student in telling the story in front of the audiences clearly. Speaking is thinking of what one wishes to say, choosing the right words from the vocabulary, putting the words in the right grammatical framework properly, and communicating the feeling students' have. Speaking is communication process between at least two people and speaking is a way to express someone's idea.

2. Picture Series

Picture is an images or likeness of objects, persons, places, things or ideas on flat surface by means of drawing, painting, or photograph. Picture series is a series of picture that explains about the events in a story. According to Thornburry (2006), series picture can illustrate the script of conversation in order that people can memorize it easily.

II. LITERATURE REVIEW

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

2.1 Concept of Speaking

Speaking is an oral communication that is used to express ideas, feeling and thought among people. According to Bailey (2005) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing the information. In other words, the speaker gives the message to the listener and listener tries to understand the speakers' message.

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

Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

According to Herbert and Eve (1997), speaking is fundamental and instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways.

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

1. **Fluency**

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

2. **Grammar**

It is a rule for students to arrange a correct sentence in conversations. When we speak to other people, it means that we express some of our ideas and thought orally; both listener and speaker should understand each other.

3. **Vocabulary**

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

4. **Pronunciation**

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

5. Comprehension

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

The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they will bring just this affect.

2.1.1 Types of Speaking

Brown (2001: 251) says that our language-teaching energy is devoted to instruction in mastering English conversations. He classifies the types of oral language as monologue and dialogue:

1. Monologue

Monologue is a type of spoken language which involves one speaker uses the language for any length of time, as in speech, lectures, readings, and news broadcasts.

2. Dialogue

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In this research, the researcher concern on improving the monologue speaking.

In this study, the author considers the practicality and the highest accuracy in assessing students, speaking achievement. After a carefull consideration, the author besides to use monologue Speaking.

2.2 Concept of Teaching Speaking

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

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

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

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

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

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

2.3 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 Concept of Picture Series

Picture is one of the visual aids which are used by the teacher in teaching learning process. Picture series is a kind of media which belongs to picture category. Yunus (1981:49-53) classifies pictures into three types they are composite picture, picture series and individual picture.

These pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story (Yunus, 1981: 49). The researcher tries to implement picture series as an alternative way in teaching learning process. Wright (1989) states that picture are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. A picture consists of meanings and messages that will be presented. It depends on students' own imaginationor thought to produce the words related to the picture.

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

Arranging a picture series is one way to be used for developing words as well as other skills. The primary advantage of using picture series is that it is enjoyable for the students because it can encourage them to create activity in guessing the messages from the picture based on their imagination. In the other hand, it can vary the teachers' media in creating the atmosphere in the classroom as a real condition.

A picture is used to substitute the real things. The students can recognize and compare the words and the real things. The first function of the use of picture series is that the students are able to see the picture clearly and distinctly. The second is that the students can understand the content of the whole picture because the first

picture related to the second picture and so on. It also can build up the students' motivation in learning English text.

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

As the students are shown the picture series they are expected to be more exciting in learning English as picture series gives the students portrait that helps them in learning speaking by comparing the words and the real things.

Furthermore, previous study conducted by Nugroho (2015) in SMAN 1 Pagelaran, showed that picture series is effective in teaching speaking. There are three aspects of speaking skill that the students will achieve; pronunciation, vocabulary, and grammar. This study also shows students motivation in joining the teaching learning during the treatments. The atmosphere in the class became more encouraging and the students were more active to participate in class activities. Also the previous study conducted by Litasari (2010) in SMA Negeri 2 Banjarbaru, her thesis state that the appearance of picture series as a media in teaching writing narrative text has improved the students' writing achievement in writing narrative text. Using picture series in teaching writing has improved the students' writing achievement in writing narrative text, since the students' achievement increase after they were taught by using picture series, it increased students' attention while they are asked to write a narrative text, the students were focus to participate the writing lesson while teaching learning activity was happening.

So, the researcher assumes that teaching speaking through picture series can help students' in learning process. The pictures motivate students, make the subjects they are dealing with clearer, and illustrate the general idea and forms of an object or

action which are particular to a culture. Pictures can also take from magazines, comic books, newspapers, and Internet. In this research, the researcher will use picture series which taken from internet in order to make the students easy to make their own story and retell it in front of the class.

2.5 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.

considering the advantages of picture series media in teaching speaking, the author besides that this media is beneficial and worth testing.

2.6 Advantages and Disadvantages of Using Picture Series

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

1. **Advantages of Using Picture Series**
   a. Picture is inexpensive, familiar medium of communication.
   b. Picture series are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. (Wright (1989)).
   c. Pictures may improve the students' visual literacy. For example, pictures may help them to comprehend various abstractions. There are some valuable uses for pictures such as stimulating students' interest and helping readers to understand and remember the content of accompanying verbal materials. Brown, et. al. (1983)

2. **Disadvantages of Using Picture Series**

The disadvantages of picture media 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.

2.7 Procedure of Teaching Speaking through Picture Series

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

   1. Providing Prior Experience

   This phase is similar to pre-teaching activity. This phase is aimed to stimulate teaching and learning process by exploring students' experiences and asking

students to relate new information to known information and to then make personal associations. This phase can be done by introducing the material that will be given and asking some questions and students' experiences related to the material.

2. Providing Guidance during Speaking

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

3. Working in Groups to Support Speaking

The last phase is working in groups. Working in groups can be used to increase the amount of time that learners get to speak in the target language during lessons (Nunan, 2003: 55). Working in groups also can be used to generate interactive language, to offers an embracing affective climate and to promote students' responsibility and autonomy (Brown, 2001: 178). In this phase, the students can work in group of two or more, discuss the tasks given and then share the tasks with other groups.

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

1. **Pre Activity**
   a. The teacher will show one picture and ask students to describe it. For example "There is a man and a little pig in the picture. The man brings a stack of straw."

b. The teacher keep continue to show the next picture and ask students to describe it as simple as they can.

c. After that ask the students to make a pairs and give different pictures to each pairs. They are not allow to show the pictures to others pairs.

d. The teacher explains to the students that every pairs have 5 minutes to write down as many sentences as they can to describe their picture. The teacher will monitor and help the students with any language problems.

2. While Activity

a. The students discuss 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 guess which picture it is that is being described by the teacher, and then the teacher will attach the picture on the whiteboard and write the corresponding number next to each picture.

d. Then, when the picture and the story are put in the right order, the teacher ask the students whose picture was easiest or more difficult to answer and why.

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

3. Post Activity

a. The teacher gives comments and explains necessary things.

b. The teacher gives a chance to the students to ask question about the material.

c. The teacher asks the students about the lesson and the problem during the lesson.

2.8 Theoritical Assumption

Speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they converse with others. However, it becomes a complicated process to the students

because they have limited vocabularies and grammar knowledge.Teaching and learning process cannot be separated from the use of media because media are considered as teacher's language. Media are tools that facilitate the tasks of language learning. One of the media that can be used in the teaching and learning process is picture series. Wright (1989) states that picture are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. A picture consists of meanings and messages that will be presented. It depends on students' own imagination or thought to produce the words related to the picture. Therefore, these advantages can be maximally used in teaching and learning of speaking to improve the students' speaking skill.

Considering the need of improving the students' speaking skill, the researcher finds out that the use of picture series in the teaching and learning process can produce any improvements both on the quality and ability of the students speaking skill. Therefore, the researcher intends to conduct the research in SMP Negeri 4 Natar. He works collaboratively with the English teacher and the second grade students of SMP Negeri 4 Natar. The collaborative work will be aimed to improve the speaking skill of the first grade students' at SMP Negeri 4 Natar.

2.9 Hypothesis Testing

The hypothesis of this research is formulated as follows:

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

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

III. METHOD

This chapter discusses the methods of the research, such as design, variables, population and sample, research instrument, validity and reliability, data collecting technique, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

This research dealt with improving students' speaking achievement through picture series media in communicating the English language since it is often considered as one of the difficult skills to be mastered by the students. In conducting the research, the researcher applied a quantitative research design as the research methodology. This research compared the result of pre-test and post- test scores in order to find out whether there is an improvement on the students' speaking achievement or not. The researcher used *one group pretest-posttest design* in this research because the researcher did not use a control group in this research. The research design could be represented as follows:

The research design is presented as followed:

<div align="center">

T1 X T2

</div>

T1   : Pre-test

X   : Treatment

T2   : Post-test

        (Setiyadi, 2004: 40)

3.2 Variables

In this research, the researcher used two variables: they were independent and dependent. The independent variable was picture series media and the dependent variables was the students' speaking achievement.

3.3 Population and Sample

The research was conducted at the second grade of SMP Negeri 4 Natar 2021/2022. There are five classes in the second grade of SMP Negeri 4 Natar. In this case, the researcher used one class as a sample; the sample of the research was VIII D. The research was conducted the treatments on 19th July to 24th August, 2021. The Researcher choose 23 students at that class, which 17 of them were female and 6 of them were male. The pre-test and post-test were administered in this class.

3.4 Instrument

This research used a speaking test as the instrument to gain the data.

Speaking Test

The researcher used a speaking test as the instrument in this research. The speaking test was in the form of a monologue. The test was done in pre-test and post-test. Testing was used to measure the students' speaking achievement after being taught by using picture series media in the teaching-learning process. The researcher used a scoring rubric to collect the score of the students' speaking performance and recording the students' performance.

3.4.1 Validity of the Instrument

A test said to be valid to the extent that it measures what it supposed measures. There were several types of validity but in this research, the researcher only used two types of validity, they were content validity and construct validity.

1) Content Validity

In content validity, the material given must be suitable with the curriculum (Setiyadi, 2006:23). Here, the researcher correlated the test with the syllabus and curriculum for Junior High School.

2) Construct Validity

The researcher arranged the materials based on the objectives of teaching in the syllabus for second-grade students of senior high school, the test would be measured based on the concept of speaking skill, so the test is valid.

3.4.2. Reliability of the Instrument

In this research, in order to find the reliability of the data, inter-rater reliability was used. It meant there were two raters to judge students' speaking performance. The first rater was the researcher herself and the second rater was a professional English teacher with a *sarjana* degree who has many experiences in teaching English in the school. Both of us discussed the speaking criteria in order to obtain the reliable result of the test. The reliability of the speaking test was examined by using a statistical measurement proposed by Slameto (1998) in Putri (2018: 25).

The statistical formula is:

$$R = \frac{1 - 6\,(\Sigma d\ )}{N.\,(n\ \ - 1)}$$

Notes:

R   : Reliability

N   : Number of students

D   : Different of tank correlation (mean scores of R1 and R2)

1-6   : Constant number

Therefore, the standard of reliability are as follows:

A. a very low reliability ranges from 0.00 to 0.19

B. a low reliability ranges from 0.20 to 0.39

C. an average reliability ranges from 0.40 to 0.59

D. a high reliability ranges from 0.60 to 0.79

E. a very high reliability ranges from 0.80 to 0.100

Reliability of Pre-test

$R = 1-\ \dfrac{6\,(\Sigma\ ^2)}{.\,(n^2 - 1)}$

$R = 1-\ \dfrac{6\,(658)}{23.\,(529 - 1)}$

$R = 1-\ \dfrac{3948}{12144}$

$R = 1- 0.32$

$R = 0.68$ (high reliability)

Reliability of Post-test

$$R = 1 - \frac{6 (\Sigma\ ^2)}{.\ (n^2 - 1)}$$

$$R = 1 - \frac{6\ (536)}{23.\ (529 - 1)}$$

$$R = 1 - \frac{3216}{12144}$$

$$R = 1 - 0.26$$

$$R = 0.74 \text{ (high reliability)}$$

3.5 Data Collecting Techniques

In collecting the data, the researcher use following steps:

3.5.1 Pre-test

The researcher will give the pretest to 23 students to measure their ability before treatment. The pretest will be given by the researcher to the students and asked them to tell a story without using any pictures. This pretest will be done to know the differences before and after the students being taught through picture series.

3.5.2 Treatment

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

3.5.3 Posttest

Posttest is used to measure students' achievement after treatment process. The posttest will be done using picture series. The students are asked to make a pair

and tell story by looking at the picture. Then, the researcher will score their speaking performance and asked her friend to record it. The time will be provided 1x40 minutes for all students.

3.5.4 Scoring

In evaluating the students' speaking scores, the researcher used speaking criteria of scoring rating by Harris (1974:84). Based on speaking, there are five aspects, namely: pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 3.1. Table of Scoring Data of Speaking Test

Aspects	Rating Scores	Description
Pronunciation	5	Have few traces of foreign language, the speech is effortless as that of native speaker.
	4	Always intangible, thought one is conscious of definite accent.
	3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
	1	Pronunciation problem to serve as to make speech virtually unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and or word orders errors that do not obscure meaning.
	3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
	1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
	4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
	3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and efforts less as that of native

		speaker.
	4	Speed of speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problem.
	2	Usually hesitant, often forced into silence by language limitation.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	3	Understand most of what is said at slower than normal speed without repetition.
	2	Has great difficulty comprehend, social conversation spoken slowly and with frequent repetition.
	1	Cannot be said to understand even simple conversation.

The scores of each point were multiplied by four. Therefore, the highest scores was 100. This is the specification of the scores.

If the student get score;

(1) 5, so 5 x 4 = 20

(2) 4, so 4 x 4 = 16

(3) 3, so 3 x 4 = 12

(4) 2, so 2 x 4 = 8

(5) 1, so 1 x 4 = 4

In addition, if the students gained 4 in pronunciation, 3 in grammar, 3 in vocabulary, 4 in fluency, 3 in comprehension. Therefore, the student's total score will be:

Pronunciation   4 x 4 = 16

Grammar   3 x 4 = 12

Vocabulary   3 x 4 = 12

Fluency   4 x 4 = 16

Comprehension   3 x 4 = 12   +
_____

Total   68

So, the student's final scores is 68

The researcher evaluated the aspect of speaking based on the table below.

Table 3.2 *Linguistic Evaluation Form of Speaking test*

Stud ent's code	ASPECTS OF SPEAKING																									Total score (1-20)	Final score
	Pronunciation					Grammar					Vocabulary					Fluency					Comprehensibility						
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		

3.6 Research Procedures

The procedures of the research are as follows:

1.   Administering Pre-test

The researcher administered a pre-test before treatment. It aimed to know the students' speaking ability before the treatment. The researcher administered the pre-test to know the improvement of the students' speaking achievement before being taught by using picture series media. The researcher gave a narrative text to the students, and the students read the text in fifteen minutes. One of the students described the big line of the story orally in front of the class. The researcher gave

the students five minutes to describe it and the researcher recorded the students' performance by using handphone in order to ease the researcher to analyze it.

2.   Treatments

In this researcher, the treatments were given in three meetings. The researcher presented the material for treatments by using picture series media. During the treatments, the students trained to speak up. On the first treatment, the researcher gave material about describing a person. In the second treatment, the researcher gave material about describing a animal. For the last treatment, the researcher gave material about describing things.

3.   Administering Post-test

The researcher administered a post-test after treatment. The post-test was administered to see the improvement of the students' speaking achievement after being taught by using picture series media. The researcher used the same way as in the pre-test, the researcher gave three topics to the students. The students chose one of the topics and described it in five sentences in front of the class. The researcher gave the students five minutes to describe. The test was a monologue and focused on oral performance. The researcher recorded the students' performance.

4.   Transcribing

The data of the students' speaking achievement from the audio recording was transcribe in order to see the students' improvement by analyzing the transcript and to help to score it.

5.   Analyzing the Data

The data of pre-test and post-test scores was analyzed by using SPSS version 16.0 software program. It was use to find out the significant improvement of pre-test and post-test.

3.7 Data Analysis

The data in this research were in the form of scores. In order to know the improvement of students' speaking achievement after being taught by using picture series media, the students' scores were calculated by scoring the pre-test and post-test and finding the mean of pre-test and post-test. The mean of pre-test and post-test were compared to see the improvement.

After collecting the data, the researcher carried out the data analysis by using the following procedures:

Table 3.3 *Putting the data of score of pre-test (T1) and posttest (T2) on table below:*

S' code	R1					R2					Total		Jumlah
	Pron.	Gram.	Voc.	Flue.	Comp.	Pron.	Gram.	Voc.	Flue.	Comp.	R1	R2	
AA													
BB													
CC													
…..													

Thus, in order to find out the aspect improves the most in speaking achievement after the implementation of picture series media. *Repeated Measures T-Test* of *Statistical Product and Service Solution* (SPSS) version 16.0 was use to analyze the data because researcher compared two means that was from the same subject.

3.8 Hypothesis Testing

After analyzing the data, the researcher was find out the aspect improves the most in speaking achievement after the implementation of picture series media. The researcher used *the Repeated Measures T-Test* of *Statistical Product and Service Solution* (SPSS) version 16.0 to find out the improvement of the treatment effect.

The hypothesis was tested at the significant level of 0.05 in which the hypothesis is approved if Sig < 0.05. It meant that the probability of error in the hypothesis is only about 5%. The hypothesis are as follows:

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

V. CONCLUSION AND SUGGESTION

This chapter deals with two major points namely conclusion and suggestion.

5.1 Conclusion

This research was concerned with the use of picture series media to improve the students' speaking achievement at the second grade of SMP Negeri 4 Natar. Concerning the research finding and discussion, researcher would like to state conclusions as follows:

There was an improvement on students' speaking achievement after being taught by using picture series media. It could be seen from the mean score of pre-test and post-test. Since the mean score of the post-test is higher than pre-test, it can be concluded that the students' speaking achievement improved. It happens because picture series media has been found to build students ability to speak. Furthermore, the aspect that improve the most after being taught by using picture series is vocabulary aspect. It means that picture series gives impact to improve the students' vocabulary achievement. As a result, their speaking achievement improved due to their activeness in expressing their idea.

5.2 Suggestion

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

5.2.1 Suggestions for English Teacher

1. The English teachers are suggested to apply picture series media as one of the alternative media to improve students speaking achievement. It is because the media help students to improve students' speaking achievement. English teachers should apply the picture series media in teaching speaking with the format of pair or group discussion.

2. Evidently, fluency and comprehension were the lowest improvements among the other aspects of speaking. For this reason, the English teacher should apply effective strategies for improving those aspects. For example, an English teacher should give effective exercise.

3. The english teacher must be harder to train pronunciation and make a confortable class for learning activiyies, so that students' feel more comfortable and lose his nervous.

5.2.2 Suggestions for Further Researcher

1. This study is restricted to the implementation of picture series media to improve students' speaking achievement in describing. Therefore, further researchers are suggested to implement picture series media in other topics, such as: asking and giving direction, talking about experience, profession, and characteristics and other kinds of topics.

2. This study is limited to discuss only the improvement on students' speaking achievement. Therefore, the further researcher can add another instrument such as a questionnaire to find out students' responses towards picture series media in order to support the result of the research.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try to implement the picture series media in teaching speaking and for further researchers who want to investigate the research about this media.

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