

**Increasing Student's Speaking Ability Through Series of Picture
Technique for the Seventh Graders of Mts Nw 02 Rensing in the
School Year 2022/2023
(A Study of Students with Low Speaking Performances)**

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Abstract: *This study focused on teaching speaking through a series of pictures technique. Problems were (1) To what extent attainment of teaching speaking through series of picture technique?. (2) To what extent the effect of using series of picture technique in teaching speaking to increase students' speaking ability?. This was an experimental study. It consisted of two groups by 40 students divided into 20 students as experimental and 20 as control group. I used speaking test in series of picture and hypothesis testing. Result showed that in pre-test students as experimental group had lowest score was 33 and highest was 69 while in post-test they obtained the lowest score 57 and highest was 84. Besides, in control group the lowest score was 31 and highest score was 49 while in post-test lowest score was 43 and the highest score was 65. Mean score obtained by experimental group in pre-test and post-test were 47.8 and 67 with standard deviation were 8.71 and 7.394. Mean score obtained by control group in pre-test and post-test were 6.629 and 5.244. Thus, t-test was higher than t-table which mean teaching speaking through series of picture could increase students' speaking ability. Hypothesis was accepted and null hypothesis was rejected.*

Keywords: *Speaking Ability, Series of Picture Technique.*

Introduction

Speaking is one of language skill being the most popular in linguists. It becomes very important skill to be mastery by students as long as communication in variety of activities and in teaching and learning English itself. There so many students are failed in learning speaking since they need to have strong willingness and mentality as effort to be able to speak smoothly and fluently. As English teachers teach students speaking skill will very easy and effective if there is an appropriate way as a method based on students' ability and motivation. The teacher should be more creative and innovative to establish a strategy for their students in teaching.

The teacher's effort should not be directed to inform their students about language but enable them to use it. Learning a language is considerable to create students' habit. Thus the distinctive feature of instructional activities is using drill in various kinds of thought because the fundamental purpose of language teaching is to enable students to be able to communicate orally in target language. Teachers have to attention forward some terms such as teaching material, students' English level, learning target, classroom management and others. In teaching the most teachers wish their students able to speak English fluently but it is not easy as that is hoped. In this study I provided an appropriate teaching technique to solve students' problem in learning speaking which using series of picture technique. It is an image or visual media that could be used to teach and reinforce on students' speaking ability. I was interested in investigating the effectiveness of of using this technique.

There were two problems in this study (1) were (1) To what extent attainment of teaching speaking through series of picture for seventh graders of MTs No. 02 Rensing?. (2) To what extent the effect by using series of picture in teaching speaking to increase students' speaking skill for seventh graders of MTs No. 02 Rensing?. Objectives of this study were to attainment of teaching speaking through series of picture for seventh graders of MTs No. 02 Rensing and to know the effect by using series of picture in teaching speaking to increase students' speaking skill for seventh graders of MTs No. 02 Rensing. Hypothesis of this study formulated there is a significance effect to improve students' speaking ability by using series of picture in teaching speaking for seventh graders of MTs No. 02 Rensing.

Method

This study was an experimental study on those 42 students. They were divided into two classes. There were 21 students as sample of study whose categorized as experimental group which taken from A class, while 21 students as control group whose taken from B class. It described quantitative degree to which variables are related. I intended to examine cause and effect between two variables such as speaking ability and series of picture technique. According to

Arikunto (1998:115) an experimental design is one the precise methods to examine cause and effect. In this study I tried to find out the effect of treatment of two distinctions series picture toward students' speaking achievement. The experimental research design was used in order to know effect of series picture. I used pre-test and post-test design.

This study has characteristics such as it has two groups of experimental group and control group. The two groups were compared by measurement of observation on dependent variable. Both groups were measured twice first measurement served as the pre-test and as the post test. Measurements on dependent variable for both groups were done at the same time with same testament and experimental group was manipulated with particular treatment.

Population of the study was all the first grader of MTs NW 02 Rensing which consisted of 40 students divided into two classes. Sample of the study were 40 students from two classes. There was no random sampling activity to determine the sample of the study because I used all of them as sample.

Sample of the study was the population consisted of 2 classes. I used all students as population without using random sampling. All population have the same opportunity as sample.

Instrument and measurement of this study used speaking test such as interviewing students and retelling pictures. The test constitutes a way in doing research which contained of questions or commands which have to be answered by the subjects. The series of pictures used to stimulate the subject to build their opinion. In this study I used orally test. The form of oral test was employed in verbal essay which based on topic taught in oral test. The respondents asked to speak during 4 minutes minimum. It was graded that speaking scales in the heaviest weighting followed by comprehension, fluency, accent which received the lowest weighting. The whole test was evaluated by comprehension based of element of speaking such as accent, grammar, vocabulary, fluency and comprehension. All aspects based on FSI procedure (Oller,1979:29), as follows:

Proficient Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

Technique of data collection of this study took from pre-test and post-test for both groups experimental and control group. Pre-test was given before teaching conducted by using series pictures. In experimental group I taught using series pictures and in control group I taught using traditional media. Meanwhile post-test was given after applying series pictures in teaching and learning process to the experimental group and traditional media to the control

group. The steps were (1) Pre-test: it was given to experimental group and control group before teacher taught students using series of pictures technique. (2) Treatments: teacher taught using series pictures technique only in experimental group. (3) Post-test: it was given to experimental group and control group.

Technique of data analysis of this study used technique of data description. In analysing the data I used descriptive statistic. It used to determine the scale such as high, average and low category. Based on Oller's scoring system if the total scores are between 16 to 42 it can be categorized as low because students are able to satisfy immediate needs using rehearsed utterance and can imitate as well as maintain predictable face to face conversations and satisfy limited social demands. If the total score between 43 to 72 that categorized on average because students are able to satisfy routine social demands and limited work requirements and able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on practical, social profession. If the total of score 73 to 99 that categorized as high because students are often able to use the language to satisfy professional needs in wide range of sophisticated and demanding asks and speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker.

Hypothesis testing, I used t-test with the level of significance 0.05 with the criteria such as: (1). If t-test (tt) > t-table (to) in significant rank of 0.05, H_0 (Null Hypothesis) is rejected. (2). If t-test (tt) ≤ t-table (to) in significant rank of 0.05, H_0 (Null Hypothesis) is accepted.

Primary of speaking

Speaking is a primary skill in English that always use to communicate with other in our activity. In communication there is interchange of thought, feeling, gesture, emotional expression or in writing form of language but speaking commonly and most effectively does it. According to Nunan (1999:25) speaking is an oral production which result utterance either sentence or discourse to express the ideas, emotion or thought of the speakers. In addition Nunan (1999:28) elaborated speaking skill is needed by learner in real communication to express any messages and information. As a second or foreign language learners learn to speak English is taking time. They have to repeat vocabularies more often practice it in real communication in order to ensure their ability to produce the words in English. In classroom students have to imitate teacher as the main central of learning model and they have to know what native says in speaking English. If students are able to mastery a lot of vocabularies in English their confident will raise and they will very interest to practice speaking.

Function of Speaking

Speaking has function to deliver messages, feeling, and ideas to others. According to Richard (1986) speaking has three functions (1) Representative function, speaking has role to construct statements and to send information about knowledge. (2) Directive function, speaking use to express ideas orally, suggestions and advices. (3) Evaluative function, speaking use to know comprehension degree of speakers and listeners.

Component of speaking

According to Julia (1987:56) there are three major component of speaking such as question and answer, comment and exclamation. Question and answer are the main of directed speaking sessions will help students to internalize the phonetic and syntactic of English. Comment can be form of single remark and rejoinder. While exclamation has function to make the flow of speaking become reliable. In addition, Haris (1969:61) classifies component of speaking to be five such as pronunciation, grammar, vocabulary, fluency and comprehension.

Speaking Skill

According to Tarigan (1981:15) in (Episiasi, Ardayati, & Novianti, 2015) states speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or felling. In addition (Anderson & Kenneth, 2004) propose that study speaking has been influenced by the findings of research into the relationship between classroom communication practice and overall progress in foreign language. (Thornburry, 2005) elaborate that speaking skill was mistakably assumed that the ability to speak fluently are the results from the teaching of grammar and vocabulary. Yet, be maintains that speaking is much more complex than just grammar and vocabulary. It involves many aspects such as command skill and other knowledge.

Aspect of speaking skill

Teaching speaking is dealing with variety of aspect of speaking itself. Speaking must be able to delivered message and can be understood by other people. There is a process when we speak such as we use structure, intonation, dialect and others. According to Tarigan (1981:42) speaking ability may viewed from appropriateness of utterance, placement of stress, appropriateness of words choice and appropriateness of speaking target. In addition, Brown (1994:254) states there are some of current issues in teaching oral communication will help to provide some perspective to the more practical considerations such as

the place of pronunciation teaching, accuracy and fluency, effective factors and the interaction effect.

Technique of teaching speaking

In teaching and learning speaking teacher have to design materials to be more effective accurate and fun in order to increase students' motivation. Teachers have to use media as supporting tool or technique in teaching speaking. Media take control to minimize explanation form teacher and it can help students to understand easily to the materials. According to Wright (1976:105) English teaching means of object which can be touched heard and seen to attract the students' attention in learning English. Media can be used in teaching learning process and it help teachers in teaching and learning process in classroom.

Series Picture in Language Activity

English language teachers will very agree to utilize media to teach in classroom. It can be visual media and audio visual media. They will welcome suggestion that may help them to display their visual media more efficiently. According to Ramirez (1975:34) visual media should be simple, graphic and easy to use manipulate. Series pictures are simple easy and cheapest media which usually use in teaching and learning.

Concept of Series Picture

Media has an important role in foreign language teaching. According to Schilder in ELs, et al 1989:288) in teaching English teachers use media such as prints, drawings and maps of cities and countries was used in foreign language teaching. In addition, visual media has been applied in teaching a language from earliest time and they still have used teachers of educators as means in teaching a language. According to Celce Murica in Els, et al, (1989:289) a number of visual media could be grouped together as non-technical teaching aid. These include purposes such as blackboard, magnetic boards and pegboard, pictures comprehension, chart, scroll, flashcards, word and picture pocket books, photographs and cartoons. They are all easily available and adaptable.

Teaching Speaking by Using Series of Picture

One of technique in teaching speaking is using series of picture. It is popular activities in speaking classroom to enable students to practice their materials orally and directly. This is also can be applied for advance students which have enough vocabularies concerning any kind of roles. It enables students to use target language freely without using linguistic factors. They may fairly judge their own capability in the target language. This technique can improve students' motivation to be better and success in learning speaking.

Picture Series Technique

Refer to (Daryanto, 2016) Picture Series is a learning method that use images and is paired / sorted into a logical sequence, while (Kayi, 2006) propose that picture series is a number of Pictures which representation of anything (as a person, produced means of painting, drawing, engraving, photography, etc.) in applying a strategy of teaching. In teaching speaking skills, there are several principles that should be considered by the teacher. One of the important principles is to provide something for learners that will encourage or stimulate them to talk. There are many things that can be to fortify them to talk. For this situation, visual boosts as a photo arrangement were utilized as a part of instructing talking. Connecting to visual or aural jolts, (Hill, 1990) says that visuals have the favourable circumstances (a). being modest, (b).being accessible as a rule, (c). of being close to home, that is, they are chosen by the educator, which prompts a programmed sensitivity amongst instructor and materials, (d). consequent eager utilize, and €. of bringing images into the unnatural world of the language classroom.

Relavant Study

Putri Nur Azijah Mailani, Rida Farhana (2018) has investigated Teaching Speaking through picture series in Junior High School. The objective in this research was to find out whether or not the use of picture series in teaching speaking was effective to improve the students' speaking ability to in Junior High School. In this research the writer used one group pre-test-post-test designs. The population of this research in first grade class students of the junior high school and the sample in first class. The instrument of this research was speaking test. The data of this research were collected by giving pre-test and post-test. Then, the collected data was calculated by using SPSS version 24. The result of this research show, that normality distribution value of pre-test 0.132 and significance values of post-test is 0.200 the data was normal because both of significance value more than 0.05, and significance value (2-tailed) of t-test lower than 0.05. It mean the null hypothesis (Ho) is rejected. Thus, it can be concluded the use of picture series in teaching speaking is effective in improving students speaking ability; it is similar to this research.

Theoretical Framework

All teachers are determining to have a success of teaching of English. In fact, they find many problems belong to students behaviour, motivation, effort as well as tool of teaching. Teacher always try to figure out the problems with some solutions such an appropriate approaches, method and technique in presenting material to students. According to Byrne (1990:8) series picture is believed to be able in increasing and developing students' achievement in speaking skill. Therefore, it can help students to increase their speaking ability.

Result And Discussion

Based on the description of data analysis showed that student's lowest score for experimental group in pre-test was 33 and highest was 69. In the other for control group lowest score was 31 and highest were 49. In post-test student's lowest score for experimental group was 57 and the highest score was 84. While in control group lowest score was 43 and the highest score was 65.

The mean (M) obtained in experimental group in pre-test and post-test were 47.8 and 67 and standard deviation (SD) in pre-test and post-test were 8.71 and 7.394, while the mean (M) obtained in control group in pre-test and post-test were 41.05 and 56 and standard deviation (SD) in pre-test and post-test were 6.629 and 5.244.

In examining data result of speaking test I used statistic description for the categories in which it consisted of the ideal of maximum score (SMI) was 99. The ideal mean score (MI) gained was 16 and the ideal standard deviation (SDI) was 7.54.

The categories gained after calculation into standard categories of Oller's scoring systems as follow:

Groups	Achievement		FSI Level	Interpretation
Experimental Group	Pre-test	47.8	2	Able to satisfy routine social demands and limited work requirements
	Post-test	67	3	Able to speak the language with sufficient structural accuracy and vocabulary in most formal and informal conversations on practical, social profession 1 topics
Control Group	Pre-test	41.05	1+	Can imitate and maintain predictable face to face conversations and satisfy limited social demands.
	Post-test	56	2+	Able to satisfy most work requirements with language usage that is often but not always acceptable and effective

The result of conversation based on FSI procedure of speaking test it found that experimental group in pre-test was on 2 level and post-test was on 3 level, while in control group in pre-test was 1 + level and post-test was only on 2 + level. These showed that students' achievement in experimental group was higher than control group.

However, the means are viewed from groups of the sample as follow:

Group	SMi	Mean	SD
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		Pre	Post	Pre	Post
Experimental	99	47.8	67	8.721	7.394
Control	99	41.05	56	6.629	5.244

Mean (M) of speaking ability indicated existence of tendency students in experimental group were higher than students who were in control group. Average score in pre-test and post-test of students in experimental group was 47.8 which was included to the average category, while average score of students in control group in pre-test was 41.05, it was included as low category and in post-test was 56.

Based on the result of data analysis between t-test and t-table in degree of freedom indicated (H_a) was accepted and (H_o) was rejected, thus indicated that t-test was higher than t-table which had significant effect. The summary can be shown as follow:

t-test	Df ($N_x - N_y - 2$)	t-table (0.05)
5.993	38	2.02

Based on hypothesis testing result, the obtained t-value was 5.993 whereas at the table t-value $df = 38$ at 0.05 level of significance was 2.02. The obtained t-test was 5.993, it was far higher than 2.02, hence, it could be marked significant. So, the null hypothesis was rejected and alternative hypothesis could be accepted. It could be concluded that the alternative hypothesis was rejected and null hypothesis was rejected. Thus, there was an effect of series pictures toward students' speaking ability.

To what extent attainment of teaching speaking through series of picture for seventh graders of MTs No. 02 Rensing?.

Using series picture in teaching speaking was effective. It is based on the large difference gained between experimental and control groups. Mean score of experimental group was greater than control group. It clearly indicated that students in experimental group did the test much better than students in control group. Material of series picture was given told about a student had accident on the way went to school. This was presented to experimental and control groups with a teacher in the same length of time. Instructional activities only distinguished by technique that applied. Experimental group treated using series picture as a technique and control group treated using conventional technique. This result showed that series pictures were effectively increase students' speaking ability.

(2) To what extent the effect by using series of picture in teaching speaking to increase students' speaking skill for seventh graders of MTs No. 02 Rensing?.

Computation of mean score of experimental and control groups was 5.99 this figure consulted to the value df . It on the table $df=38$ was 2.02. after distinguishing both t-value. Thus t-test was higher than t-table. After giving a treatment using series of pictures technique, there was a positively significant

change in students' ability for speaking skill. Based on review of level of students; ability in speaking according to FSI procedure in control group was on 2+ level, the criteria refers to able to satisfy most work requirements with language usage that was often but not always acceptable and effective. Meanwhile, result of review the level of students' ability based on FSI procedure in experimental group was on 3 level, the criteria refers to able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on practical. It concluded that students' level in experimental group was higher than control group in speaking skill. The alternative hypothesis was accepted and null hypothesis was rejected. Thus, teaching speaking through series picture in treatment groups significantly increasing than control group.

Conclusion

Based on the data in this study I come forward to the conclusion:

1. Student's lowest score for experimental group in pre-test was 33 and highest score was 69, while in control group lowest score was 31 and highest score was 49. In the post-test student's lowest score for experimental group was 57 and highest score was 65.
2. Mean (M) obtained in experimental group in pre-test and post-test were 47.8 and 67 as well as standard deviation (SD) in pre-test and post-test were 8.71 and 7.394, while the mean (M) obtained in control group in pre-test and post-test were 41.05 and 56 as well as standard deviation (SD) in pre-test and post-test were 6.629 and 5.244.
3. In t-test formula found that t-test was 5.993 with t-table degree freedom (df) = 38 was 2.02. It showed t-test was higher than t-table. On other word, the null hypothesis (Ho) was clearly rejected, therefore alternative hypothesis (Ha) was definitely accepted.
4. Teaching speaking by using series of picture technique could increase students' speaking ability. It has significant effect to help students in improving their speaking ability.

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