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The Effectiveness of Picture Series in Teaching Speaking

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Abstract
Speaking is one of the activities of conveying ideas into a few words that are spoken. Many students get bored easily in dealing with English, especially in speaking. Picture series are expected to help students in speaking. The research design was quantitative experimental. This study used class tenth students at SMK TI Bali Global as the population. The researcher used two classes as samples, namely X Akuntansi and X Multimedia, each class consisting of 14 students. There were four meetings for the control class and the experimental class. This study analyzed data with SPSS. In the paired sample t-test was 0.000 with a significance of 0.05 must be less than 0.05. In the words, there was a significant difference in speaking skills between students who are taught before treatment and after treatment. This means that "Ho" was rejected and "Ha" was accepted. The answer to the research problem was picture series is effective in teaching speaking for the tenth grade of SMK TI Bali Global. This study encourages teachers to apply effective strategy such as using picture series in teaching speaking.

INTRODUCTION

In Indonesia, English is one of the subjects that must be taught in schools. In today's era, the language that is often used when communicating is English. As a language used for communication tools, the ability to speak or communicate with other people plays an important role According to Hui and Lin (2020), speaking is an activity that happens when two people are engaged in talking to each other. Speaking itself is an act of expressing one's feelings or conveying information in speech (Harmer, 2007). The function of speaking is to express the thoughts, feelings, and ideas of someone in their environment. Speaking is one of the language arts of speaking as a communication interaction with someone, and it is very difficult to master it (Yusuf & Zuraini, 2016).

Speaking skill indicates that the learner knows how to use that language. Brown (2007) stated that speaking has five components such as grammar, vocabulary, comprehension, fluency and the last one is pronunciation. In order to speak fluently, they must have a large

vocabulary and they must construct sentences (Nor et al., 2015). However, a number of studies confirmed that students still found it difficult to communicate using English (Ahmed, 2018; Gilakjani, 2012; Yusuf & Zuraini, 2016). Students tend to face several problems that the teacher must learn from students through teaching. They have trouble remembering to think about something in the past that they would like to say again. They also have difficulty coming up with new sentences to share and communicate. Students also experience difficulties in developing the ideas they want to convey. Moreover, they stated when the teacher asked them to speak in front of the class. The absence of learning media was also significant factor in determining the success of teaching speaking.

The media has an important role in the teaching and learning process in the classroom so that a teaching and learning process runs effectively, efficiently and well. Media is always used by teachers as a learning tool to help students achieve learning goals. Lokanita et al., (2021) a teacher can prepare learning media before starting the learning process so that the class becomes more interesting. Many media have been used or carried out in the process of learning to write for students and will be motivated when students are given various means of gathering information (Mokhtar, 2016). Using visual media as a learning media is more effective than other types of teaching media because by using visual media in teaching speaking students will be able to express their feelings, thoughts and ideas in speaking class (Albahiri & Alhaj, 2020).

In order to effectively teach speaking skills, English teachers should take into account a variety of instructional media (Leow & Neo, 2014). Pictures can be quite helpful since they help learners understand the lesson's subject matter better (Permana, 2020). Since an image can be used for many different instructional goals, it is clear that its visibility to learners is its most notable attribute. Visible images include those that are drawn on cards or boards, reproduced in textbooks, torn from periodicals or newspapers, or displayed in PowerPoint slides (Octaberlina & Anggarini, 2020). Picture series are one of the many popular types of pictures. In addition to enhancing all linguistic abilities, the application of picture series as one of the visual aids can also foster a positive learning atmosphere and increase student participation (Yunus et al., 2013).

In actuality, the use of an image sequence to explain a concept will encourage pupils to view it more critically and meaningfully. Additionally, utilizing picture series to teach speaking is more effective than not using any media at all since it helps pupils learn and retain the lesson information. There has been studies done on the use of picture books as instructional material.. Supriyati, (2019) the use of picture series media succeeded in increasing the ability to speak recount texts. Indahsari et al., (2019) By using picture series, students are expected to practice speaking and motivate them to learn to speak. The benefits obtained are increased student participation in class, the atmosphere in the teaching and learning process becomes fun and can improve students' speaking skills.

Based on several observation done by researcher, it was found that students were not able to speak English fluently. Students have difficulty organizing ideas and conveying them in English. They still struggle in using English to communicate. Apart from that, they do not use correct grammar when speaking English. From the teacher's perspective, the strategies used in teaching English still use traditional strategies such as repeat after me and learning that focuses on reading textbooks. Therefore, this research was aimed at identifying the effectiveness of picture series for students' speaking skills in recount text. The purpose of this study was to see whether there was a significant difference in students' speaking ability after being taught with picture series.

METHOD
1. Design

This study uses quantitative method with experimental design. The type of experimental design employed in this study is pretest-posttest design. The students were given a pretest, given treatment of picture series and given posttest.

2. Population and Sample

The population of the current study is X grade students in SMK TI Bali Global Singaraja. Due to large number of classes, the researcher used random sampling. The class X Akuntansi and Multimedia was chosen as the sample of the study consisted of 28 students.

3. Data Collection

The data is in the form of student achievement in speaking tests. In collecting data, the researcher used speaking test. The test will be used to measure students' ability to speak recount text. The test was carried out twice, before and after the treatment (pretest-posttest). The pretest was used to see student achievement when speaking recount text before being given treatment, while the posttest was used to see student achievement when speaking recount text after being given treatment. Rubric of analyzing speaking test was also employed.

4. Data Analysis

There are two types of analysis conducted by researcher. The first is descriptive analysis and the second is inferential analysis. In describing student achievement in students' speaking ability by using recount text, the researcher used SPSS with independent t-test. If the results of the t test are greater than the significance level of 0.05 then the null hypothesis cannot be rejected, this indicates that picture series are not effective on students' speaking achievement in recount text. Conversely, if the significant level is greater than the t-test with a significance level of 0.05 the null hypothesis can be rejected by showing that using picture series is effective on students' speaking achievement in recount text. And if the significant value is greater than 0.05, it means that Ho is rejected and Ha is accepted. Conversely, if the significance value is less than 0.05, it means that Ho was accepted and Ha was rejected.

FINDINGS AND DISCUSSIONS

The first analysis conducted was descriptive analysis. The result is presented in Table 1.

Table 1. Descriptive Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	28	75.00	90.00	82.4643	4.63866
Posttest	28	78.00	92.00	85.8929	4.01238
Valid N (listwise)	28				

From Table 1, it was found that the mean score of students' speaking in the pretest is 82.46 with 4.638 standard deviation. Meanwhile, the mean score of students' speaking score in posttest is 85.89. Based on the mean score, it can be said that the score of posttests is higher than the pretest. To find out the significance of the post-test in the control class and the experimental class, the researcher will use a paired sample t-test. To analyze the data, the researcher compared the scores of the pre-test and post-test results in the control class and the scores of the pre-test and post-test results in the experimental class. Before using the paired sample t-test, the researcher completed the normality test first. The normality test to find out whether or not the score is normal. Table 2 the results of the normality test from the pre-test and post-test in the control class and the experimental class.

Table 2. Normality of Data

One-Sample Kolmogorov-Smirnov Test		
	Pretest	Posttest
N	28	28

Normal Parameters[a,b]	Mean	82.4643	85.8929
	Std. Deviation	4.63866	4.01238
Most Extreme Differences	Absolute	.136	.154
	Positive	.131	.108
	Negative	-.136	-.154
Test Statistic		.136	.154
Asymp. Sig. (2-tailed)		.197[c]	.090[c]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Based on the SPSS output table, it is known that the significance value of the pretest is 0.197 and posttest is .090 which is greater than 0.05. So according to the basis of decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed. Therefore, the normality requirements have been fulfilled. The next analysis conducted is paired sample t test as shown in Table 3.

Table 3. Paired Samples Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest - Posttest	-3.42857	5.85269	1.10605	-5.69801	-1.15914	-3.100	27	.004

Based on the calculation, it is known that the result of the experimental class value is 0.004, which is less than 0.05, meaning that 'Ho' was rejected and 'Ha' was accepted. So, the conclusion is picture series effect students speaking skill. From the observation, it is clear that by using picture series, students can speak better. Students are able to speak in front of the class within 5 minutes using picture series media. Support from Curtis and Bailey (2001) that the advantage of media picture series students can make up stories easily because there are pictures that will guide them step by step to make a complete story.

In addition, students are also able to speak fluently, pronunciation and vocabulary well. This is supported by Ahmad (2012) stating that the media is a means or tool that functions as an intermediary for information. So, media users, especially picture series media, really help a teacher to achieve learning goals. The development of speaking skills in this study can be seen in the following excerpts: After practicing speaking recount texts using picture series regularly, many students can develop self-confidence easily and more easily develop their pronunciation in speaking. In contrast, before using the picture series they experienced difficulties in pronunciation, vocabulary, and their confidence in speaking. A study conducted by Choiriyah, (2021) using picture series is increase the motivation and confident of the students to speak English.

Aprilia and Andreani (2020) claimed that the use if picture series combined with storytelling was interesting and contented strategy to be applied in the teaching and learning activity especially in teaching narrative story. It also could improve the students' speaking score. Pictures add inspiration and intrigue as well as a sense of the language's context and a particular stimulus. Picture series can aid students in developing their creativity by allowing

them to connect events in the pictures to one another and create stories as a result. It aids student in honing their speaking skills (Annisa et al., 2022). The researcher surmises that this occurred because students who were taught through picture series received more input during their studies.

A study conducted by Mailani and Farhana (2018) also found similar results. They identified that using picture series was able to improve students' speaking skill. Similarly, teaching with picture series was superior than teaching without picture series in terms of improving students' speaking skill (Annisa et al., 2022). Bus et al., (2015) claims that picture series can assist students in developing their ability to use their imagination to connect one incident to another as depicted in the photographs, after which they can create a narrative. Additionally, it can draw their attention, inspire them, and encourage them to communicate. A image contributes greatly since it is engaging for students and provides them something to look at during the teaching and learning process. Students can see the sign that the picture uses to convey an idea in addition to hearing it.

CONCLUSION & SUGGESTION

This study concluded that picture series were able to influence students' speaking skill. Students' speaking performance was better after being taught with picture series compared with before being taught with picture series. In order for students to learn English, the teacher must be engaging, for instance by dressed neatly and having a game (series of pictures), as well as enthusiastic when instructing. In order for students to better understand the material being explained, the teacher should use examples or actually put the material into practice. Additionally, the teacher should instill motivation and enthusiasm by praising students' work who have produced it rather than just reading it, as this will make the students feel as though their work is good if it is praised.

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