

**THE INFLUENCE OF USING PICTURE STRIP STORY TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER  
OF ELEVENTH GRADE OF SMTI BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2020/2021**



**A Thesis**

**Submitted as a Partial Fulfilment of  
Requirements for S1-Degree**

**By**

**RISKA YULIANA**

**NPM. 1311040227**

**Study Program : English Education**

**Advisor : Rohmatillah, M.Pd**

**Co-advisor : Irawansyah, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG**

**2020**

## ABSTRACT

### **THE INFLUENCE OF USING PICTURE STRIP STORY TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF ELEVENTH GRADE OF SMTI BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**

**By : RISK A YULIANA**

Speaking becomes one of problems for students in SMTI Bandar Lampung. The students of Senior High School must deal with kinds of expression. Picture Strip Story can help the teacher to teach students how to speak in right way and students can improve their speaking ability with playing a role that related to the material. Therefore, they can learn in fun and enjoyable situation. Picture Strip Story can improve their confidence to speak English in daily life. This research was conducted to find out whether or not there was a significant influence of using Picture Strip Story towards students' speaking ability at the first semester of eleventh grade of SMTI Bandar Lampung in the academic year of 2020/2021.

This research was conducted by using quasi experimental design with pre-test and post-test design. Two classes of the eleventh-grade students of SMTI Bandar Lampung were chosen as the sample of this research. They were 32 students for Experimental Class and 36 students for Control Class. In order to collect the data, the researcher used oral test as the instrument. There were pre-test which was held before the researcher gave treatment to the experimental class and post-test which was held afterwards. To make the data analysis, the researcher analyzed the data by using SPSS version 20.

From the data analysis, it was obtained that  $Sig = 0.000$  and  $\alpha = 0.05$ . It meant that the  $H_0$  was accepted and there was a significant influence of using Picture Strip Story towards students' speaking ability at the first semester of eleventh grade of SMTI Bandar Lampung in the academic year of 2020/2021. The researcher hopes that this result will affect anyone who is involved in education field especially for English teacher



**KEMENTRIAN AGAMA RI**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

**APPROVAL**

**Title : THE INFLUENCE OF USING PICTURE STRIP  
STORY TOWARD STUDENTS' AT THE FIRST  
SEMESTER OF ELEVENTH GRADE OF SMTI  
BANDAR LAMPUNG IN THE ACADEMIC YEAR  
OF 2020/2021**  
**Student's Name : RISKA YULIANA**  
**Student's Number : 1311040227**  
**Study Program : English Education**  
**Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty  
State Islamic University of Raden Intan Lampung

**Advisor,**

**Rohmatillah, M.Pd**  
**NIP: 198105082007102001**

**Co-Advisor,**

**Irawansyah, M.Pd**  
**NIP: -**

**The Chairperson  
of English Education Study Program**

**Meisuri, M.Pd**  
**NIP: 198005152003122004**



KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**ADMISSION**

A thesis entitled : **THE INFLUENCE OF USING PICTURE STRIP STORY TOWARDS STUENENT'S SPEAKING ABILITY AT THE FIRST SEMESTER OF ELEVENTH GRADE OF SMTI BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**, By **RISKA YULIANA, NPM 1311040227**, Study Program: **English Education**, was tested and defended in the final examination session held on: **Monday, October 8<sup>th</sup> 2020.**

**Board of examiners:**

**The Chairperson : Dr. Melinda Roza, M.Pd**

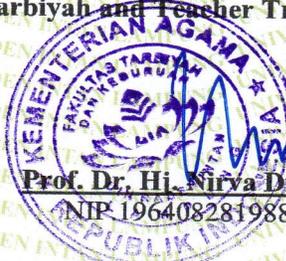
**The Secretary : Dr. Nur Syamsiah, M.Pd**

**The Primary Examiner : Nurul Puspita, M.Pd**

**The First Co-Examiner : Rohmatillah, M.Pd**

**The Second Co-Examiner : Irawansyah, M.Pd**

**The Dean of  
Tarbiyah and Teacher Training Faculty**



**Prof. Dr. Hj. Nirva Diana, M.Pd**  
NIP. 196408281988002002

## DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Picture Strip Story toward Students’ Speaking Ability at the Second Semester of Eleventh Grade of SMTI Bandar Lampung in The Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in the text.



Bandar Lampung, Oktober  
2020

Declared by,

Riska Yuliana

NPM.1311040227

## MOTTO

مَنْ كَانَ يُرِيدُ حَرْثَ الْآخِرَةِ نَزِدْ لَهُ فِي حَرْثِهِ وَمَنْ كَانَ يُرِيدُ حَرْثَ الدُّنْيَا  
 نُؤْتِهِ مِنْهَا وَمَا لَهُ فِي الْآخِرَةِ مِنْ نَصِيبٍ

“Those who want the benefit in the hereafter, so We will add the benefit for them, and those who want the benefit in the world, so We will give the half of the world’s benefit , and there is no benefit for them in the hereafter.” (Qs. Asy-Syura: 20)



## DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Permesra and Mrs. Asnawati who always love me and keep on praying for my life and my success.
2. My beloved sister, Risma Destiyana and Rista Medina who always give support and cheer me up until completion of this thesis.
3. My beloved uncle and aunty who always give contribution to accomplish this thesis. They are Derti Kori, S.Sos, Perhendra Amran, S.Sos, Perlintara, Dermawati, M.Pd.
4. All of member of English Education E, thanks for your help all this time.
5. My almamater UIN Raden Intan Lampung.



## CURRICULUM VITAE

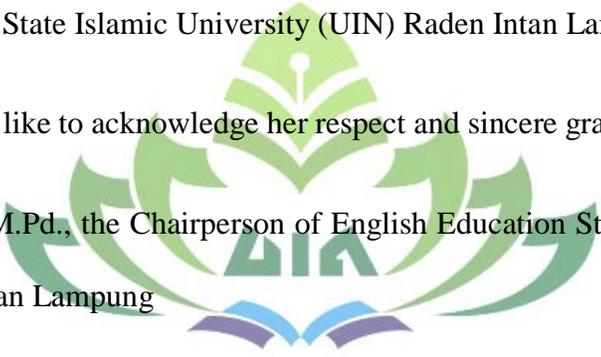
Riska Yuliana was born and brought up in Bandar Lampung, January 9<sup>th</sup>, 1995. She is the first child of three children of Mr. Permesra and Mrs. Asnawati. She has two sisters Risma Destiyana and Rista Medina.

She began her study at YWKA Tanjung Karang in 2000 and graduated in 2001. After graduated from kindergarten school, she continued her study at SDN 2 Pelita in 2001. After graduated from elementary school in 2007, she continued her study at SMPN 1 Bandar Lampung in 2007 and graduated in 2010. Then she continued her study at senior high school at SMTI Bandar Lampung in 2010 and graduated in 2013. In 2013, She continued her study at State Islamic University of Raden Intan Lampung (UIN) as the students of English Education Program of Tarbiyah and Teacher Training Faculty. At Junior High School, she joined as a member of Paskibraka. In Senior High School, she joined as a member of Islamic Spiritual and member of Teenager's Scientific Paper. In college, she joined as a member in English Student Association (ESA).

## ACKNOWLEDGEMENT

Praised be merely to Allah SWT, the Almighty and Merciful God, for blessing the writer with faith, health, and opportunity to finish this research entitled “The Influence of Using Picture Strip Story Toward Students’ Speaking Ability at the Second Semester of Eleventh Grade Of SMTI Bandar Lampung In The Academic Year Of 2020/2021” This research is submitted as a compulsory fulfillment of the requirements for S1 Degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.

The writer would like to acknowledge her respect and sincere gratitude to:

- 
1. Meisuri, M.Pd., the Chairperson of English Education Study Program of UIN Raedn Intan Lampung
  2. Rahmatillah, M.Pd., the advisor who has patiently guided and directed the researcher until the completion of this thesis as well.
  3. Irawansyah, M.Pd., the co-advisor who always patiently guided, helped in correcting and given time for the writer to finish this thesis as well.
  4. All lecturers of English Department of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
  5. Hj. Sulastri M.Pd., the Headmaster of SMTI Bandar Lampung for allowing the researcher conducting of the research.

6. Ruslina S.Pd., English teacher of SMTI Bandar Lampung, for being helpful during the research process and giving suggestion during the research.

The writer hopes this research would give a positive contribution to the educational development, especially school supervisors, English teachers, government and the readers.

Bandar Lampung, October 2020

The writer,

Riska Yuliana



## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>ADMISSION.....</b>	<b>iii</b>
<b>APPROVAL.....</b>	<b>iv</b>
<b>DECLARATION .....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>CURRICULUM VITAE.....</b>	<b>viii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>ix</b>
<b>TABLE OF CONTENTS.....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF APPENDICES.....</b>	<b>xv</b>

### CHAPTER I INTRODUCTION

A. Background of the Problem .....	1
B. Identification of the Problem .....	7
C. Limitation of the Problem .....	7
D. Formulation of the Problem .....	7
E. Objective of the Research.....	8
F. Use of the Research .....	8
G. Scope of the Research.....	9

## CHAPTER II LITERATURE REVIEW

A. Frame of Theories .....	10
1. Speaking .....	10
a. Definition of Speaking .....	10
b. Types of Classroom Speaking Performance .....	12
c. Characteristic of Speaking .....	13
d. Students Speaking Ability .....	14
e. Teaching Speaking .....	16
2. Picture Strip Story .....	18
a. Definition of Picture Strip Story .....	18
b. Procedure of Picture Strip Story .....	20
c. Advantage and Disadvantage Picture Strip Story .....	21
3. Lecturing Technique .....	22
a. Definition of Lecturing Technique .....	22
b. Advantage and Disadvantage of Lecturing Technique .....	23
c. Procedure of Lecturing Technique .....	24
B. Frame of Thinking .....	24
C. Hypotheses .....	25

## CHAPTER III RESEARCH METHODOLOGY

A. Research Design .....	26
B. Variable of the Research .....	27
C. Operational Definition of Variable .....	28
D. Population, Sample and Sampling .....	28
E. Research Procedure .....	30
F. Data Collecting Technique .....	31
G. Research Instrument .....	32
H. Scoring for Evaluating Students .....	33
I. Validity and Reliability of the Test .....	38
J. Data Analysis .....	40
a. Normality Test .....	40
b. Homogeneity Test .....	40
c. Hypothetical Test .....	41

## CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure .....	42
B. Data Description .....	43
1. Description of the Treatment for Experimental Class .....	43
2. Description of the Treatment for Control Class .....	44
C. Data Analysis .....	45
1. Result of the Pre-Test in Control Class .....	45
2. Result of the Pre-Test in Experimental Class .....	46
3. Result of the Post-Test in Control Class .....	47
4. Result of the Post-Test in Experimental Class .....	48
5. Result of Normality Test .....	49
6. Result of Homogeneity Test .....	50
7. Result of Hypothetical Test .....	51
D. Discussion .....	53

## CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion .....	55
B. Suggestion .....	56

<b>REFERENCES .....</b>	<b>xvii</b>
-------------------------	-------------

<b>APPENDICES .....</b>	<b>xviii</b>
-------------------------	--------------

## LIST OF TABLES

<b>Table 1</b> Students Score of Speaking .....	3
<b>Table 2</b> Population of Eleventh Grade of SMTI Bandar Lampung 2020/2021 .....	29
<b>Table 3</b> The Result of Normality Test of Experimental and Control Class .....	50
<b>Table 4</b> The Result of Homogeneity Test of Experimental and Control Class .....	51
<b>Table 5</b> The Result of Hypothetical Test .....	52



## LIST OF FIGURES

<b>Figure 1</b> Result of Pre-test in Control Class .....	46
<b>Figure 2</b> Result of Pre-test in Experimental Class .....	46
<b>Figure 3</b> Result of Post-test in Control Class .....	48
<b>Figure 4</b> Result of Pre-test in Experimental Class .....	49



## LIST OF APPENDICES

<b>Appendix 1</b> Students Score .....	58
<b>Appendix 2</b> Teacher Interview .....	66
<b>Appendix 3</b> Student's Interview.....	67
<b>Appendix 4</b> Syllabus .....	71
<b>Appendix 5</b> RPP for Experimental Class .....	79
<b>Appendix 6</b> RPP for Control Class .....	101
<b>Appendix 7</b> Pre-Test.....	121
<b>Appendix 8</b> Post-Test .....	122
<b>Appendix 9</b> Validation Form .....	123
<b>Appendix 10</b> Name of Students in Control Class .....	126
<b>Appendix 11</b> Name of Students in Experimental Class .....	127
<b>Appendix 12</b> Gain Score of Students Control Class .....	128
<b>Appendix 13</b> Gain Score of Students in Experimental Class.....	129
<b>Appendix 14</b> Pre-test Score in Control Class.....	130
<b>Appendix 15</b> Pre-test Score in Experimental Class .....	131
<b>Appendix 16</b> Post-test Score in Control Class .....	132
<b>Appendix 17</b> Post-test Score .....	133
<b>Appendix 18</b> Result of Normality .....	134
<b>Appendix 19</b> Result of Homogeneity .....	135
<b>Appendix 20</b> Photos Taking the Data .....	136

## CHAPTER I INTRODUCTION

### A. Background of the Problem

In our education, English is a subject that learns from Junior High School up to Senior High School and some semesters in University. In English, there is four skill that will be mastered namely is listening, speaking, reading, and writing. Speaking is one of four skills that very important. To know someone's skill, it would be seen how they are speaking to start communication. People have to know how to respond, answer, or deliver information that they have. So, speaking will be one option for learning English.

Speaking is one skill that is considered to start learning the language. Cameron states that speaking is the active use of language to express meanings so that other people can make sense of them.<sup>1</sup> It means that speaking can be delivered information to other people to make understand what about their speaking. And through speaking, people can be known about their feeling and they have a bound to each other.

According to Brown, there are five aspects for scoring in speaking skills, namely pronunciation, grammar, vocabulary, fluency, comprehension.<sup>2</sup> The first, pronunciation in speaking is about the speaker say through word by word must be

---

<sup>1</sup> Cameron, *Teaching Language to Young Learners*, (Edinburg: Cambridge University Press, 2001), p.40.

<sup>2</sup> Brown, *Language Assesment Principle and Classroom Practices*, (San Francisco: Longman, Ed. 1, 2004), p.149

clear. The second is grammar which means that a rule that used to arrange a sentence properly and correctly. The next is vocabulary, a speaker has to a lot of words to deliver information for listener. Speaker can choose appropriate words to the topic that will be discussed. Fluency means that the speaker brings information efficiently. A topic can be delivered without a lot of time. The last is comprehension, a point is the speaker can understanding what, how, or why their speaking, then it can accept to the listener.

To know the student's problem, the researcher did preliminary research in SMTI Bandar Lampung. The researcher gets data students to score of speaking through English teacher. The data can be seen in the table below:

**Table 1**  
**The Students' Score of Speaking at the First Semester of the Eleventh Grade of SMTI Bandar Lampung 2018**

No	Class	Score	
		>70	<70
1	XI KA 1	20	12
2	XI KA 2	24	12
3	XI KA 3	21	15
4	XI KA 4	22	14
5	XI KI 1	17	15
6	XI KI 2	21	15
3	XI KI 3	22	14
8	XI KI 4	23	13
Total		170	110
Percentages		60.71%	39.29%

Source: *Document of the English Teacher in SMTI Bandar Lampung*

From the table above, there are 170 of the 280 students who passed in speaking test based on the minimum mastery (KKM) of speaking and there are 110 students who failed in the speaking test. The standard score of KKM of speaking in SMTI Bandar Lampung is 70 and many students who got score under 70. It meant that many of students still have difficulties in their speaking ability.

Based on the preliminary research by interviewing the English teacher, the researcher found some student's problems. The teacher used textbook to teach speaking skill. The students had problems in speaking such as the student's ability in speaking is still low. They did not have sufficient vocabulary to arrange the words and it made their afraid to speak up, also they could not answer or respond what the teacher said and it made the learning process is passive.<sup>3</sup>

After interviewing and getting information from the teacher, the researcher also interviewed the students. Sometimes there were some words that students did not know how to pronounce correctly. Grammar in English is very different from Indonesian and it has many tenses to learn it. They have difficulty using vocabulary that appropriates the context. Students also were not very fluent and still think to say something. The researcher concluded that actually, they like learned English, and they also need learners especially about speaking skills, because the students need to be improved learning speaking.<sup>4</sup>

---

<sup>3</sup> Ruslina the Teacher of SMTI Bandar Lampung, Interview, September 2018 (Unpublished)

<sup>4</sup> Students of SMTI Bandar Lampung, *Interview*, September 2018 (Unpublished)

From the result of interview with the teacher and students about English subject, the researcher concluded that the students at SMTI Bandar Lampung need to be improved in speaking ability, the teacher needs a new technique or media that can improve students' speaking ability.

Related to the statements above, many kinds of techniques or media that can be used in learning, especially in speaking ability. One of them is picture strip stories. The researcher used the picture strip story because it was a technique to achieve the goals of teaching. This activity is an example of using a strip story to conduct a problem-solving task as a communicative technique. It can be structured so that students share information or work together to arrive at a solution. It gave students practice in negotiating meaning.<sup>5</sup>

Picture strip story is a technique that has several images that are connected to be a unit of story. Through picture strip story could give stimulus for students memorized. Then students can be organized sentences to be a complete story appropriate with the picture. Picture strip story also can be helped the students find several new vocabularies and it took and gave information from a visual representation. It meant that a picture strip story focus on memorized, arranged, and presentation about the picture.<sup>6</sup>

---

<sup>5</sup> Freemans, D. L, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), p. 129

<sup>6</sup> Gibson, *Picture Strip Story : A Catalist for Communication*, (New York: Longman inc. New York Press, 1975),p .37

Fanshao stated that Strip story is a split information ordering technique that provides a large amount of speaking practice. Each student is given part of a story or other text, which they have to memorize. They then talk together until they have reconstructed the complete text, in the correct order, from memory. To do this, they have to repeat each sentence manytimes.<sup>7</sup>

Meanwhile, Diane stated that picture strip story is a technique that allowed the students to practice in negotiated meaning and the students can view the picture and compare it with their prediction.<sup>8</sup> It makes student has to speak their idea and opinion through good communication.

There was a research that related to the picture strip story. It was by the result of Eka research the title is “The Use of Picture Strip Story to Improve Students Speaking Skill”. She said this research made some advantages of picture strip story in teaching English especially teaching speaking. Picture strip story is one of an effective technique, the students learn to discuss by using English with their friend in a group. Therefore, it can reduce their nervousness and feel more confident. The students look enjoy when to make a discussion in a group. They also asked each other in a group when they got difficulties in English. When they performed English in front of the class, they seemed more confident, because they had been practiced it first in front of their friends in the group. Based on the implication of this research, it

---

<sup>7</sup> Fanshao, *Developing Students Speaking Ability Through English Language Teaching*, (Oxford: Oxford University Press 2009), p.201

<sup>8</sup> *Ibid*, p.234

showed that after application of the picture strip story, there is an improvement in the students' speaking skill. The use of picture strip story could be an interesting technique that can help the students in speaking.<sup>9</sup>

Meanwhile, Ade had conducted her research entitled "The Use of Picture Strip Story in Teaching Speaking Skill to the First Grades Students at SMKN 1 Maros" According to the result of this research, Picture Strip Story was a good technique to build students critical thinking. Picture Strip Story didn't only focus with students' speaking but also with their way of thinking. In Picture Strip Story, the teacher served some pictures. Then, each student might solve the problems by seeing and predicting the pictures. Automatically, the students would think about the best opinions to make good result for their discussion. Finally, the student should presenting the result of their discussion orally.<sup>10</sup>

Based on the other researcher, there was a difference between previous research with this research. The difference was this research used lecturing technique and in previous research was taught by role-play method. While this technique was quite complicated and it is very matched to be taught in senior high school because

---

<sup>9</sup> Septi Eka, IAIN Surakarta, The Use of Picture Strip Story to Improve Students' speaking Skill (An Action Research at the Eight Grade of SMP Muhammadiyah Tempuran Academic Year 2015/2016), (IAIN Surakarta, 2017), P. 78

<sup>10</sup>Ade Lestari, UIN Makassar The Use of Picture Strip Story in Teaching Speaking Skill to the First Grades Students at SMKN 1 Maros, (UIN Makassar, 2018), P.39

the students have more vocabulary than junior high school. So, the picture strip story is commonly used in teaching a foreign language.<sup>11</sup>

Referring to the explanation above the researcher is interested in used picture strip stories in students speaking ability. And the researcher would do experimental research entitled “The Influence of Using Picture Strip Story towards Students’ speaking Ability at the First Semester of Eleventh Grade of SMTI Bandar Lampung in the Academic Year of 2020/2021.”

## **B. Identification of the problem**

Based on the background of the problems, the researcher identifies the problem as follows:

1. The students did not have sufficient vocabulary to arrange the word.
2. The students could not pronounce several words that they never heard before.
3. The students were shy and afraid to speak in front of the class.

## **C. Limitation of the problem**

The researcher will limit the problem of the research. The researcher only focuses on the students in studying procedure text using picture strip story on monologue conversation at the eleventh grade of SMTI Bandar Lampung in the academic year of 2020/2021.

---

<sup>11</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2017), p.116

#### **D. Formulation of the research**

Based on the limitation of the problem above, the researcher will formulate the problem: Is there any significant influence of using picture strip story toward students' speaking ability at the eleventh grade of SMTI Bandar Lampung in the academic year 2020/2021?

#### **E. Objective of the research**

Related to the problem above, the objective of the research is to know whether there is a significant influence of using picture strip story toward students' speaking ability.

#### **F. Use of the research**

The uses of the research:

##### 1. Theoretical

This research can give more information to the English teacher about the influence of picture strip story toward students' speaking ability. This research expected the teacher to be able to improve their knowledge for teaching English, and the point is the aim of learning achieved. The research can be increased the quality of teacher for the learning process. The research can make a value for anyone reads or use research as a reference to make similar research by using picture strip story.

##### 2. Practical

###### a. For the teacher:



- 1) The teacher can apply a picture strip story for teaching English.
- 2) This technique becomes one variation for teaching speaking in SMTI.

b. For students:

- 1) This research is expected to be useful for students to improve their speaking ability.
- 2) Students can improve speaking skill through picture strip story, they can apply in daily activity to use English anywhere.
- 3) And the students are able to know a good way of speaking.

c. For school:

- 1) This research can be applied to this technique in teaching speaking class.
- 2) This research can improve student's ability in speaking English.

d. For the other researchers:

- 1) This research becomes a reference to the other researchers to make the thesis.
- 2) It can inform researchers to know more about the picture strip story from this research.

## **G. Scopes of the Research**

### **1. The subject of the research**

The subject of the research was the students of the first semester of the eleventh grade of SMTI Bandar Lampung in the academic year 2020/2021.

## 2. Object of the research

The object of the research was the use of picture strip story in students' speaking ability.

## 3. Place of the research

The research was conducted at SMTI Bandar Lampung.

## 4. Time of the research

The research was conducted in the first semester in academic year of 2020/2021.



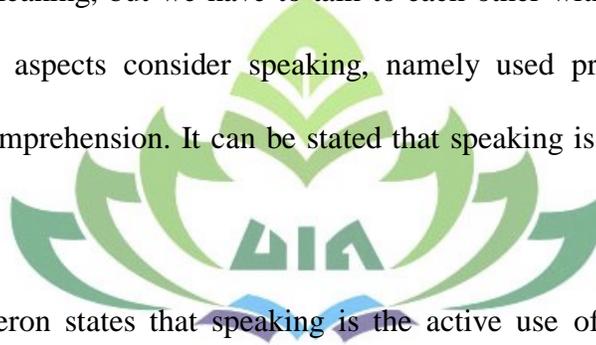
## **CHAPTER II LITERATURE REVIEW**

### **A. Frame of Theories**

#### **1. Speaking**

##### **a. Definition of Speaking**

According to Nunan, speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind.<sup>12</sup> It meant that speaking was a spontaneous activity and also it was not only to talk without meaning, but we have to talk to each other with consistent ideas and messages. Some aspects consider speaking, namely used pronunciation, fluency, accuracy, and comprehension. It can be stated that speaking is a deductive skill that uses in daily life.



Added, Cameron states that speaking is the active use of language to express meaning so that other people can make sense of them. She adds that attention to precise details of language is required to speak in a foreign language to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand the topic.<sup>13</sup> It meant that the main point in speaking is how to make someone interested in a topic that will be

---

<sup>12</sup> Nunan, *Language Teaching Methodology*, (New York: Prentice-Hall International, 1999) p. 40.

<sup>13</sup> Cameron, *Teaching Languages to Young Learners*, (Edinburg: Cambridge University Press, 2001) p.40

discussed so that it will respond to each other. So, the most important in speaking is a delivery message to the listener.

Thus, speaking or oral communication as an activity that includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at the speed of a high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction.<sup>14</sup> In English, speaking is an important thing in how to understand and convey the intention of a conversation. In this case, the speaker is the most important part to determine the purpose of the conversation can be achieved.

Additionally, Harmer says that if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech.<sup>15</sup> It meant that in learning speaking there many things considered before someone starts to speak up to the other. In a good speaker, someone should express their opinion and idea through speaking.

Based on the statement above, the researcher concludes that speaking is a way for someone to communicate with the other about information, idea, or opinion in events or topics. Everyone can learn about language everywhere they live. It will be happen from babies until adults for learning a language. Speaking is also used to deliver ideas in our mind, and express our feelings, by using language communicatively.

---

<sup>14</sup> Thornbury, *How to teach Speaking*. (London: Longman. 2005)

<sup>15</sup> Harmer, *The Practice of English Language Teaching*, (Edinburg: Longman 4<sup>th</sup>edition), P.343.

## b. Types of Classroom Speaking Performance

In speaking class, the teacher should create a comfort condition to increase the student's mood. In this way, it could motivate students more interest to speak up. It could help students express their ability in speaking class. Although dialogues and conversation are the most obvious and most often used speaking activities in the language classroom, a teacher can select activities from a variety of tasks. It is list task possible task categories:

### 1. Imitative

Drills in which the learner simply repeats a phrase or structure for clarity and accuracy.

### 2. Intensive

Drills or repetition focusing on specific phonological or grammatical points such as minimal pairs or repetition of a series of imperative sentences.

### 3. Responsive

Short replies to teacher or learner questions or comments, such as a series of an answer to yes or no questions.

### 4. Transactional

Dialogues are conducted for information exchange, such as information gathering interviews, role-plays, or debates.

### 5. Interpersonal



Dialogues to establish or maintain social relationships, such as a personal interview or causal conversation role-plays.

6. Extensive

Extended monologues such as short speeches, oral reports, or oral summaries<sup>16</sup>.

**c. Characteristic of Speaking**

These same characteristics must be taken into account in the productive generation of speech, it can make oral performance easy as well as

1. Clustering

Fluent speech is phrasal, not word by word.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

3. Reduced forms

Contractions, elisions, reduced vowels, all form special problems in teaching speak English.

4. Performance variables

One of the advantages of spoken language is that process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and correction.

---

<sup>16</sup> Douglas Brown, *Teaching by Principal, An Integrated Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994) p. 271-274.

5. Colloquial language

Make sure reasonably well acquainted with the words, idioms, and phrases of colloquial language and it gets practice in producing these forms.

6. Rate of delivery

One of the tasks in teaching speaking English is to help learners achieve an acceptable speed along with other attributes.

7. Stress, rhythm, and intonation

The stress-timed rhythm of speaking English and its intonation pattern convey an important message.

8. Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob the speaking skill of its richest component.<sup>17</sup>

**d. Students' speaking Ability**

Everyone was born in the world has had ability; such as they have to listen, to see, and to speak. Speaking ability is a skill that we get when babies from around us. Step by step, we learned from the word, and it becomes a sentence. Until we could arrange to be something that can deliver to other people.

Meanwhile, there have four skills in learning English, speaking is quite difficult to learn. Because speaking ability is one way for someone to interact. So how to make someone understand what we say. It is a simple way to do simple

---

<sup>17</sup> *Ibid*, P.270.

conversations. Some aspects of speaking that students should consider according to experts are as follows:

1. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary also refers to the words we must understand to communicate effectively.
2. Pronunciation includes the segmental features of vowels, consonants, stress, accent, and intonation patterns. It will learn because there are some words that have the same pronunciation. So, the speaker is required to pronounce English words correctly.
3. Accuracy, involving the correct use of vocabulary, grammar, collocation, and pronunciation practiced through controlled and guided activities. The speaker should articulate words clearly and be grammatically and phonologically correct with acceptable collocations.
4. Fluency, considered to be “the ability to keep going when speaking spontaneously”. The speaker should utter words naturally. They did not have much time to think about their idea or opinion.
5. Comprehension in brief speaking requires not only knowing how to say it well but also understanding when, what, and why to say it.<sup>18</sup>

Based on the explanation above, the researcher concludes that there are five aspects of speaking. There are vocabulary, pronunciation, accuracy, fluency, and

---

<sup>18</sup> Brown, J. D. *What is construct validity?* JALT Testing and Evaluation (SIG Newsletter, 2000), p.267.

comprehension. In speaking, the most important as a foreign language we have to try to speak as same as a native speaker. So, it was not only learning about what did you say but also learn about pronounce, stress, intonation, etc. To made a learner a good speaker on successfully

#### e. **Teaching Speaking**

Nunan states that speaking is the single most important aspect of learning a second or foreign language.<sup>19</sup> There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know to provide feedback for both teachers and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of the language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.<sup>20</sup>

---

<sup>19</sup> Nunan, *Language Teaching Methodology*, (New York: Prentice-Hall International, 1999), P.39.

<sup>20</sup> Harmer, *How to Teach English*, (London: Longman, 2001), P.87.

Thornbury states that “a speaking activity needs to be maximally language productive to provide the best conditions for autonomous language use”.<sup>21</sup> The aim of teaching speaking is to improve the speaking ability for learners more actively to express their idea. However, today the goal of teaching English is to improve students’ speaking skills. Only in that way can students learn to express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.<sup>22</sup> In teaching, speaking teacher needs a role to motivate the learners in a good speaking. Not only good learning, but the teacher also has to made learners relax accepted the course. So the learners were enjoy following the class that could improve their capacity in learning speaking.

In learning to speak, the main point is to let make learner practice conversation what they got from the class to deliver in their environment. So, they were easy to listen anything the teacher said by the word to the sentence. And they can be speaking as well. As learners, they have considered the correct structure. But it is not the reason for learners were not brave to deliver their opinion.

So, the main problem in learning speaking is how to make learners unafraid to say what he wants to say without thinking it is right or false. Because speaking is only to use spontaneously. So the main job for teaching speaking is to break about what learner problem and we can solve it.

---

<sup>21</sup> Thornbury, Scott. *How to Teach Speaking*, (London: Longman), 2005, p.90.

<sup>22</sup> Harmer, J. *The Practice of English Language Teaching* (Fourth Edition), Harlow: Longman. 2002, p.19

## 2. Concept of Picture Strip Story

### a. Definition of Picture Strip Story

Arsyad stated that picture strip story is pieces of paper that are commonly used in teaching a foreign language.<sup>23</sup> Diane also stated that picture strip story is a technique that allowed the students to practice in negotiated meaning and the students can view the picture and compare it with their prediction.<sup>24</sup> It makes student has to speak their idea and opinion through good communication. To do this, they have to repeat each sentence manytimes.

According Wright, a picture strip story is a story which has been separated into smaller segments from beginning to end.<sup>25</sup> Freemans also said many teaching-learning activities can be done with picture strip stories; one of them is by giving a small group a strip story. A student in the group will then show the first picture of the story to the other members of her group and ask them to predict what the second picture is like. This activity is an example of using a strip story to conduct a problem-solving task as a communicative technique. They can be structured so that students share information or work together to arrive at a solution. This gives students practice in negotiating to mean. In short, a picture strip story is a series of pictures that have a story sequence, that is designed to be read as a narrative or as a

---

<sup>23</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada), p.116

<sup>24</sup> *Ibid*, p.234

<sup>25</sup> Andrew Wright, *Creating Story with Children*, (Oxford: Oxford University Press. 1997), p.

chronicle in sequence.<sup>26</sup> It makes students can improve their ability in speaking and they can analysis about the topic through the picture

Gibson stated that the picture strip story is an adaptation of the scramble sentence type of exercise in which each student memorize on sentence of a story for which the proper sequence is not known. With each student being the sole source of one piece of information, his sentence, the story is put back together strictly through verbal interaction of the class. On the other side, difficult to teach grammatical items are learned and pronunciation problems over-come surprisingly easily and quickly, without the direct aid of a teacher. The reasons for the success of this technique are discussed along with some of the ways the procedures can be extended to include related skills areas of ESL.<sup>27</sup>

Based on the theories above, the researcher can conclude that picture strip story is a technique that has several pictures related became a unit of a story where it can increase speaking skills from a discussion, negotiating and prediction.

#### **b. The Procedure of Teaching Speaking Through Picture Strip Story**

Another example of picture strip story implementation is provided by Freeman, who uses picture strip story activity with short stories or anecdotes which have the same number of sentences as there are students in the class or group.

1. Teacher divide students into some groups.

---

<sup>26</sup> Freemans, D. L., *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press. 2000), p. 134

<sup>27</sup> Gibson, Robert, E. *Strip Story: A Catalist for Communication. In TESOL Quarterly*, 1975.

2. A student in the group will then show the first picture of the story to the other members of her group
3. The teacher ask them to predict what the second picture is like.
4. Then the teacher give second picture and students predict it until the last picture.<sup>28</sup>

According to Gibson, procedure of teaching speaking by using picture strip story.<sup>29</sup> There are:

1. Teacher breaking down a story sentence by sentence and typing each sentence on individual strip of paper.
2. These sentences will be randomly distributed to the students.
3. The students' task will be then to communicate the contents of their strips to the others in the class in so doing
4. Students to orally re-assemble the strips putting the sentences of the story into logical sequence.<sup>30</sup>

In addition to make clear about the technique, the writer provides how the technique is applied. It will be stated in some activities as follows:

---

<sup>28</sup> Freemans, *op.cit.*, p. 134

<sup>29</sup> Damayanti, Septi Eka Damayanti. 2017. The Use of Picture Strip Story To Improve Students' Speaking Skill at Eighth Grade Of SmpMuhammadiyahTempuran. Surakarta: English Education Department Islamic Education And Teacher Training Faculty The State Islamic Institute Of Surakarta.

<sup>30</sup> Gibson, *Opcit*, p. 49

1. The researcher explains to students about picture strip story and give the example about it.
2. The researcher makes group for students and give students several pictures
3. The researcher asks students to open the first picture and they discuss it.
4. The researcher asks students to predict the second picture and so on.
5. After that, the researcher asks students to re-tell the first until third pictures.  
And present them.

### c. Advantage and Disadvantage Picture Strip Story

#### a. Advantage

According to Vernon, Gerlach, and Donald “using picture strip stories in teaching has advantages and disadvantages”. Some advantages of using picture strip stories in teaching-learning processes are:

1. They are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual details make it possible to study the subject.
4. They offer a stimulus to further study because research shows that visual evidence is a powerful tool.
5. They help to focus attention and to develop critical judgment.
6. They are easily manipulated.<sup>31</sup>

---

<sup>31</sup> Vernon, S. G., & Donald, P. E. *Teaching and Media a Systematic Approach*, (New Jersey: Prentice Hall. 1980), p. 277

### **b. Disadvantage**

Besides these advantages, some disadvantages of picture strip stories when used in teaching and learning speaking are set out below:

1. Students pay more attention to the picture than to the material to be learned.
2. It takes time and money to provide attractive pictures.
3. Small, unclear pictures may cause problems in the teaching-learning process since the students may misunderstand the pictures.
4. The classroom can become noisy when the students all work in groups at once.<sup>32</sup>

### **3. Concept of Lecturing Technique**

#### **a. Definition of Lecturing Technique**

According to Kagan, the lecturing technique is an oral presentation that is used in the classroom where the teacher is the central focus of information transfer.<sup>33</sup> It means that in the teaching process, the teacher has to act in deliver what will learn to learners. Learners are no actions to give participants in the learning process. It needs to add much variation teaching process in class to make learners more active to join in the class. So the most important to teaching toward the lecture in the lecturing technique.

---

1975.

<sup>32</sup> *Ibid*, p. 214

<sup>33</sup> Spencer Kagan, *Cooperative Learning*, (San Clamente: Kagan Publisher, 2009), p. 630

Lecturing technique is a traditional technique because this technique has been used as the tool of oral communication between the teacher and the students in the teaching-learning process.<sup>34</sup> Besides, interactive lecturing is one of the variations in teaching. Interactive lecturing can be interpreted in several different ways. For some, interactive lecturing involves a two-way interaction between the presenter and the participants. For others, it refers to increased discussion among the participants. Interaction can also refer to a student's.<sup>35</sup> In this case the teacher as a facilitator where she made the students can give out their skill. The teacher's aim is learner talk in class are often by giving questions and solve the problem in the task she gave.

Based on the explanation above, the researcher concludes that the lecturing technique is a technique to teach English that a teacher more active than students in English class.

#### **b. Advantage and Disadvantage of Lecturing Technique**

There are some advantages to using the lecturing technique:

1. This technique can make teachers control the material, and it can be used by the total students, in another word it can be used in a large class.

---

<sup>34</sup> Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2010), p. 179

<sup>35</sup> Yvonne Steinert, *Medical Teacher*, (Canada : Mc Gill University) 1999, p.37

2. This Technique can make students hear through a speech from the teacher, then look at the demonstration about the material.

There is some disadvantage using lecturing technique:

1. This technique can make students bored
2. This technique is given by a talkative teacher. So, it is difficult to increase students' ability in socialization, interpersonal related, and critical think ability.
3. This technique happens in one-way communication, then the opportunity for controlling the student's understand about this technique is limited.<sup>36</sup>

### c. The procedure of Lecturing Technique

There are some steps in using lecturing technique:

1. Presentation information. The teacher shares information to the students on this occasion the teacher explains the material.
2. Clarifying topics and issues. It means the teacher gives the students an explanation about the material.
3. Encouraging students to think about the topic. The teacher asks the students to think about one example of the material.
4. Creating interest. The teacher makes the students interest in the material by giving the real sample.

---

<sup>36</sup> Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta:Rineka Cipta, 2010), p.12

5. Providing students with the opportunity to benefit from the material. The teacher gives the students a chance to explore the material with their experience.
6. In the last time, the teacher asks students to make a task based on the explanation that the teacher has explained. The students presented the material given by the teacher in front of the class orally.
7. The teacher corrects the result of students one by one.<sup>37</sup>

### **B. Frame of Thinking**

The researcher thought that picture strip story can give influence students speaking ability. Picture strip stories have a lot of benefits such as it can make the stimulus students for learning in teamwork. Beside it, picture strip stories can help students to focus attention on the problem can increase their critical judgment. It is easy for students in English trough visuals and they easy to develop their creativity to predict the picture.

Meanwhile, through a picture strip story, students can be more active, happy, and enjoy learning English. The students also can interact with each other through teamwork. And they can predict the next moment in the picture (using picture strip story). It means the teacher can use picture strip stories to teach speaking and it can improve the students speaking ability.

---

<sup>37</sup> Wina Sanjaya, *Opcit*

### **C. Hypotheses / Assumption**

Based on the statement above, the researcher purposes the hypotheses as follows:

Ha: There is a significant influence of using picture strip story toward students' speaking ability in the First semester of the Eleventh Grade of SMTI Bandar Lampung in Academic Year of 2020/2021.

Ho: There is no signific with the influence of using picture strip story toward Students' Speaking Ability at the First Semester of the Eleventh Grade of SMTI Bandar Lampung in the Academic Year of 2020/2021.



## REFERENCES

- Allen, D., & Valletta, R. M. 1977. *Classroom Techniques: Foreign Languages and English as a Second Language*. New York: Harcourt.
- Amberg, Julie S & Vause, Deborah J. *Language and Identity*. New York: Cambridge University Press
- Ari Donald, et al. 2010. *Introduction to Research in Education*. (6<sup>th</sup> ed). Canada: Wadworth Cengage Learning.
- Brown, H. Douglas. 1994. *Teaching by Principle, An Integrated Approach to Language pedagogy*. New Jersey: Prentice Hall Regents.
- Cameron. 2001. *Teaching Language to Young Learners*, Edinburg: Cambridge University Press.
- C. R. Kothari, 2004. *Research Methodology, Methods and Techniques* New Delhi: New Age International Publishers.
- Creswell, John W. 2008. *Educational Research*. 4<sup>th</sup> ed. University of Nebraska-Lincoln.
- David P. Haris. 2004. *Testing English as a Second Language*, New York: McGraw-Hill.
- Freemans, D. L. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Harmer J. 2007. *How to Teach Speaking*. Edinburg: Longman.
- Harmer J. *The Practice of English Language Teaching*. 4<sup>th</sup> ed. Edinburg: Longman.
- John W. Best. 1995 *Research in Education*, Seventh Edition New Delhi: Prentice Hall of India.
- Nunan, D. *Language Teaching Methodology*. New York: Prentice Hall International.

- Richard Jack C & Rodgers Theodore S. 1986. *Approach and Methods In Language Teaching*. New York: Cambridge University Press.
- Ross Kenneth N. *Sample Design for Educational Survey Research*. France: International for Educational Planning UNESCO.
- Stafford, K. & Kelly, M. 1993. *An Introduction to Lecturing*. Hong Kong: Professional Development Unit.
- Septi Eka, IAIN Surakarta. *The Use of Picture Strip Story to Improve Students' speaking Skill at the Eight Grade of SMP Muhammadiyah Tempuran Academic Year 2015/2016*, (IAIN Surakarta, 2017).
- Steinert Yvonne. 1999. *Medical Teacher*. Canada: Mc Gill University.
- Tanjung Wulandari, et al. *Journal Developing Students' Speaking Ability by Using Picture Strip Story*
- Thomas M. Sutherland. 1976. *The Lecture Method*, (NACTA Journal)
- Thornbury. 2005. *How to teach Speaking*. London: Longman.
- Vernon, S. G., & Donald, P. E. 1980. *Teaching and Media a Systematic Approach*. New Jersey: Prentice Hall.
- Wright. 1989 *Pictures for Language Learning*. Cambridge, University of New York.
- Yvonne Steinert. 1999. *Medical Teacher*. Canada: Mc Gill University.