

## **CHAPTER II**

### **THEORITICAL FRAMEWORK**

This chapter presents of concept of effectiveness, concept of speaking, definition of speaking, the aspect of speaking, teaching speaking, the activities of speaking, kinds of speaking test, concept of picture series, definition of picture series, the kinds of picture in teaching and learning activity, function of picture series, characteristic of picture series, reason of picture series, advantages and disadvantages of picture series, activities of picture series, teaching speaking using picture series media, source of picture series, teaching procedure using picture series, review of related literature.

#### **A. Concept of Effectiveness**

Effectiveness is the influence brought about or caused by the presence of certain activities to determine the extent of success achieved in any action taken. Effectiveness also means bringing the results or work order. Effectiveness basically refers to a success or achievement. Effectiveness is one dimension of productivity, which leads to achievement for the maximum work, namely the achievement of targets, relating to the quality, quantity and time.<sup>1</sup>

Important element in the concept of effectiveness is the achievement of objectives in accordance with what has been agreed upon to the maximum,

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<sup>1</sup> <http://www.dictionarreference.com> Accessed on January 12,2017.

the goal is creating the desired expectations or a particular condition to be achieved by a series of process.

Based on the explanations above, the researcher concluded that the effectiveness is consequence from achieve the result.

## **B. Concept of Speaking**

### 1. Definition of Speaking

According to Chenfield speaking is the oldest and the most universal way for human being to express their thought and feeling by producing utterances in oral communication between two or more people<sup>2</sup>. Next, another expert, namely Chaney, Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts<sup>3</sup>.

Brown defines speaking as to say things, express thought aloud, and use the voice. Borwn also states that speaking is and interactive process of constructing meaning that involves producing, receiving, and processing speech sound as the main instrument.<sup>4</sup>

Sandra Savignon, conducted that communicative competence is not retreto spoken language, but involves writing as well. It is also context –

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<sup>2</sup> Esti Kurniasih, The Implementation of Project-Based Learning Approach In Speaking Class”, The 59<sup>th</sup> TEFLIN *International Conference 2012*, 4: 3, (Surabaya: Widya Mandala University Press, 2012), p. 217

<sup>3</sup> Endang Yuliasuti,” The Use Pair and Group Work in The Teaching of Speaking Skill To Acceleration Class Students”, *Proceedings 58<sup>th</sup> TEFLIN International Conference*, (Semarang: IKIP PGRI Semarang, 2011), p. 241

<sup>4</sup>H. Douglas Brown. *Principles of Language Learning and Teaching*. (New York: Pearson Education, Inc), 2007. P.4

specific, which means that a competence communicators knows how to make choices specific to the situation<sup>5</sup>.

Many people feel that speaking in a new language is harder than reading, writing, or listening. In speaking you cannot edit and revise what you wish to say, as you can if you writing. When we are have writing or reading we can revise and editing our mistake. It means that our communication will be better and the used of pattern and structure well. In speaking activities, the students usually get some problem that make them are difficult to speak or say anything. Sometimes it can be hoped based on many reasons. They can feel shy in speaking, they lacked by vocabulary or afraid in use of tenses. The students are worried about making mistakes or feel shy of the attention that they get after speaking and also they do not have motive to speak or express their feelings. They want to speak fluently but in many chance they still failure in speaking. They not prevented by acquisition, grammatical, and lexical knowledge of the speaker but about practicing. So, they decide to silent<sup>6</sup>.

Based on Richard, Platt and Weber the characteristics of communicative competence includes:

- a. Knowledge of the grammar and vocabulary of the language, knowledge of rules of speaking,
- b. knowing how to begin and end conversation,
- c. knowing what topic can be talk about in different type of speech events,

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<sup>5</sup> Savignon, Sandra. *Communicative Competence: An Experiment in Foreign Language Teaching*. (Philadelphia: Center for Curriculum Development), 1972

<sup>6</sup> Savignon, Sandra. *Communicative Competence...*, P. 225

- d. knowing which address forms should be used with different person one speak to and in different situation,
- e. knowing how to use and respond to different types of speech acts such as request, apologies, thanks, and invitations,
- f. knowing how to use language appropriately<sup>7</sup>.

## 2. Aspect of Speaking

A part of that, to speak English, we have to know some important component. The component is what aspect to be mastered by the people in speaking English. Here is the component of speaking skill according to Syakur. Speaking is a complex skill because at least it is concerned with components of grammar, pronunciation, vocabulary, fluency and content.

### a. Grammar

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language<sup>8</sup>.

### b. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak<sup>9</sup>. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of

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<sup>7</sup> Richard, J.C.J, Platt & H. Weber. *“Longman Dictionary of Applied Linguistics”*. (London: Longman). 1985 p.49

<sup>8</sup> Richard, J.C.J, Platt & H. Weber, *Longman Dictionary ...*, p.76

<sup>9</sup> Albert Sydney Homby, *“Oxford learner’s dictionary*. (New York: Oxford University Press 1995), p.6

phonemes can be extremely difficult for a speaker from another language community to understand. Pronunciation focuses on accent. When speaker says, he/she will give an emphasis to certain words suitable with pronunciation. For example, the symbol on the *e*'s in resume. It means that the emphasize of the word is located on.

c. Vocabulary

Vocabulary is more than lists of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most language into “grammatical words”, such as prepositions, articles, adverbs, and so on, and content words. The “grammatically” of vocabulary also manifest itself in word morphology, that is, the grammatical particles that we attach to the beginning and ends of word in order to form new words. The following task is designed to focus learners on this aspect of language.

d. Fluency

Fluency is able to speak a language easily and well. The features which give speech the qualities of being natural and normal, including native – like of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections. Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency includes a reasonably fast speed of speaking and only. Fluency can be defined as the ability to

speak fluently and accurately. Fluency in speaking is the aim of many language learners.

e. Content

The main ideas of something always be stated clearly and change of opinion very clear. Oral communication certainly requires a person to respond and to speech as well as to imitate. If we review to the functions of speaking as transactional and interpersonal. The understanding about the topics or speech will be got if the speakers are be able to interact and communicate with other people. It can be hoped if there is comprehension between the speaker and listener.

3. Teaching Speaking

Teaching speaking is needed by the students. It can stimulate students' motivation in learning English. The principles for teaching speaking are depending on the objective, focusing on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, giving the students opportunities to initiate oral communication, and encouraging the development of speaking strategies<sup>10</sup>.

Explained before, as a fundamental to human communication, speaking is important to teach of students. During their live, they always

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<sup>10</sup> Douglas Brown, *Language Assessment, Principles and Classroom Practices*, New York: Longman. (2004). P. 64

need speaking not only to convey information but also to hold relationship with other. Based on the reason is important. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance<sup>11</sup>.

Actually as we know that language learning is related to the interaction with other people. It is important to be understood that language is a tool of people to do something and convey information through their word exactly in speaking.

In the school, it is often found students are talking with themselves and it shows that they need speaking in their live. One of the ways to develop their speaking is by teaching speaking. In learning speaking of course the students have to practice it in every time to make their speaking fluent. In the language classroom especially in speaking, the learners are taught chiefly about language and its rules. They learn fact about language rather than how to use their speaking is communicatively

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<sup>11</sup> Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal*, No. 11, Vol. XII, 2006

to express their ideas, to talk and listen and to learn how to cooperate with other. It means to make their communication well.

As we know that the students are taught speaking by having repetition and reciting dialogue which has provided in their book task. Repetition is hoped to make the students easier to familiar and remember sound and pattern of the language. Reciting dialogue is hoped the students can interact with other and try to express their feeling. From this phenomenon, it can be assumed that the students spend much time by repetition of the teacher without practicing during their time. It is far from their speaking it self.

At the time, in order to make speaking classroom can be learn well, the teacher must use the best activities that can improve the speaking ability of the learners. Especially for the young learners, the activities of speaking must be fun and interesting, So that they can be enjoyable to follow the speaking class.

Students' own language students are able express emotions, communicate, intentions and reactions, explore the language make it fun, so if they expect to be able to do the same in English. Right, the teaching learning of speaking effectively<sup>12</sup>.

#### 4. Activities of Speaking

In speaking there is many kinds of the activities. Speaking is a productive skills. It involves putting the message together,

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<sup>12</sup>Hayriye Kayi, "Teaching Speaking...", P. 9

communicating the message. In teaching and learning English we need to encourage the learners to practice both production and interaction. Production is related to the learners' ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people.

Speaking activities concentrate on getting learners to produce sound, phrases or grammatical structure from activities which are controlled by teacher. This activities to do until the learners have more freedom to choose the language that they used.

In control activities the teacher usually gives guided to do his/her interactions. The teacher makes their class effectively and having fun. For example, the teacher uses picture or object to help the learners understand the content and practice the words-telling the time, asking about object. The teacher should create their classroom environment where students have real-life communication and meaningful in oral language.

Here some activities that can be done in the speaking class to promote speaking according to Kayi<sup>13</sup>:

a) Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to

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<sup>13</sup>Hayriye Kayi, "Teaching Speaking...", P. 13

the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that “you are David, you go to the doctor and tell him what happened last night, and...”

b) simulation

simulations are very similar to role-plays but what makes simulations different than role-plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she bring a microphone to sing and so on.

c) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partner will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

d) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners general ideas quickly and freely.

e) Story telling

Story telling is universal function of language and one of the main ingredient of casual conversation<sup>14</sup>. Story telling can summarize a tale or story which they had heard from somebody or they may create the stories that they have to tell their classmate. Story telling help the learners express their ideas in the beginning, development, and ending, included the character a story has to have. Both of teacher and students can be included inside in the story telling. In the story telling the teacher can start the story first and then ask the students to retell the story. The teacher can also ask the students directly to telling the story about something that they had read/heard or students' good experience.

f) Discussion

Discussion can be defined as talk or write about something. The example of discussion is debates. In the debates, the students can give a controversial statement and they decide whether they agree or disagree and why. In order to make the debates successful, the students make in groups.

g) Picture Narrating

This activity is based on several sequence pictures. Students are asked to tell the story taking place in the sequence pictures by

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<sup>14</sup> Thornbury, Scott.. *A Course in Language Teaching: Practice and Teory* Britain: Cambridge University Press 1996.

paying attention to the criteria provided by the teacher as a rubric. Rubric can include the vocabulary or structure they need to use while narrating.

h) Picture describing

Another way to make use of pictures in speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skill.

i) Find the Difference

For this activity students can work in pair and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and or differences in the picture.

5. Kinds of Speaking Test

Speaking test is very important aspect of language testing. By testing teacher know the ability of their students. The students are hoped to show their ability in language as a result from their learning. Some techniques in testing speaking are:

a. Reading aloud

First technique is reading aloud. The teachers can use reading aloud in testing of speaking. This technique is used when the teacher wants to access the pronunciation of the students. The students are given a short time to glance the text before being to read aloud. Reading aloud is easy technique to be administered by selecting sentences or text and recording test-taker. The scoring of this technique relatively easy because test-taker's oral production is controlled.

b. Oral interview

Commonly form of test speaking is oral interview. In this technique, the teacher gives question to the students and they are asked to answer the question. Like other oral production examination, the scoring of oral interview is more subjective and has low reliability. Sometimes the students' performance in oral interview does not reflect the true students' ability. The objective of teaching speaking in this technique is to develop the ability to interact successfully in that language. Testing speaking should enable the students to elicit the behavior which truly represent their ability.

c. Picture series

Using pictures, maps or diagram can be used to access oral production too. In the picture cued technique the students are given picture to be studied a few minutes and then asked to describe the picture with

limited time. The right selection of the picture to be used in testing can help to control this testing.

## 6. Speaking Assessment

In order to assess students speaking skill, we need to know the indicators that should be tested. Syaifullah says in speaking the language learners must consider about the mastery of grammar, vocabulary, fluency, and accuracy.<sup>15</sup>

Based on Weir's Speaking Test Scale and Hughes' Scoring rubrics for speaking test in Ngadiso, the scoring rubrics used to score the speaking test is as follows<sup>16</sup>:

**Table I**

**Table Analytic oral language scoring rubric**

Aspect	Score	Explanation
pronunciation	21-25	Very clear pronunciation and meaning of the speech can be well understood.
	16-20	There are a few mistakes in pronunciation and it does not influence the meaning of the utterances.
	11-15	There are some errors in pronunciation and it does not influences the meaning of the

<sup>15</sup> Syaifullah, M.Pd, "Improving Students' Speaking Skill by Using Visual Aids at The Second Year Students English Education Department Lancang Kuning University", *Proceeding 58<sup>th</sup> TELIN Iternational Conference*, (Semarang: IKIP PGRI Semarang, 2011), p. 633-747

<sup>16</sup> ngadiso. "Evaluating The Students' Speaking Skill", *proceeding 60<sup>th</sup> TEFLIIN International Conference 2013*, Universitas Siswa Bangsa International, 2013

	6-10	utterances. Many mispronunciation errors and it damage the meaning of utterances.
	0-5	The pronunciation is very bad and cannot be understood at all.
Grammar	21-25	No errors in using grammar.
	16-20	There are few mistakes in grammar used and does not affect the meaning of the story.
	11-15	There are quite a lot of mistakes in grammar, but the meaning of the story can still be understood.
	6-10	There are many errors in grammar annd meaning of the story is difficult to be understood.
	0-5	There are so many errors in grammar and meaning of the story cannot be caught.
Vocabulary	21-25	No errors in using vocabulary
	16-20	There are a few mistakes in vocabulary and does not affect the meaning of the story.
	11-15	There are quite a lot of mistakes in vocabulary, but the meaning of the story still
	6-10	be understood.

	0-5	<p>There are many errors in vocabulary and meaning of the story is difficult to be understood.</p> <p>There are so many errors in vocabulary and meaning of the story cannot be caught.</p>
Fluency	21-25	Speech is very smooth and the meaning of the story is clear and can be understood.
	16 – 20	Speech is effortless smooth and the meaning of the story can easily be understood.
	11 – 15	Speech is occasionally hesitant but the meaning of the story is difficult to be understood.
	6 – 10	Speech is frequently hesitant and jerky and the meaning of the story is difficult to be understood.
	0 – 5	Speech is too halting, sentences may be left uncompleted, and it is less meaning that cannot be understood.
	21-25	The content of the speech is relevant and lot of response to task set and the information given is much satisfying.
	16-20	The content of the speech is relevant and adequate to the task set and the information given is satisfying.

Content	11-15	The content of speech is limited, relevant, and adequate to the task set and the information given is quite satisfying.
	6-10	The content of the speech is less relevant and adequate to the task set and the information given is less satisfying.
	0-5	The content of the speech is irrelevant to the task set and the information given is not satisfying.

### C. Concept of picture Series

According to Sadiman, picture series is a type of media that is very interesting to study especially the various pictures<sup>17</sup>. The function of this media gives message from source information to received message and the most important function of picture series is to interest, understand idea, illustrate or give variation when the students forget something.

Learning by using picture series can make the students more active especially when it leads them to speaking English in the class. Picture series can make the students will be interested in answering all questions about the picture. The picture series in teaching and learning process is to motivate the students especially to speak<sup>18</sup>.

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<sup>17</sup> Sadiman, Arief, et, al.. Media Pendidikan Pengertian, Pengembangan, dan Pemanfaatannya. Jakarta. Rajawali Perss. 2006 P. 23

<sup>18</sup> Sadiman, Arief, et, al." Media Pendidikan Pengertian...,P. 26

Pictures are good device in learning language, especially in English language learning. Everyone likes to look at picture because pictures usually make strong appeal to everyone. Moreover, pictures can arouse students' interest and provide information. Picture also can be understood by people who do not speak English. Pictures of scenes which help to explain the cultural setting of the new language can stimulate the interest of the students as well as help to make the classroom more cheerful<sup>19</sup>.

#### 1. Definition of Picture Series

Picture series is a design or representation made by various means. According to Hornbory, picture is a painting or drawing etc, that shows a scene, a person or things. <sup>20</sup>Everybody likes to looks at pictures. The use of picture in classroom provided the stimulating focus for students' interest. Picture also brings outside world into classroom in a vividly concrete ways. Picture can attract students' interest and translate abstract idea into more realistic forms. In addition, picture can be obtained easily.

Picture series are numbers of pictures that is related in some way to the other. According to Wright stated that "picture series are pictures which show some action or events in chronological order. The pictures usually tend to range from four to eighth pictures. They usually tell some short of stories but they may also be used to depict a process.

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<sup>19</sup> Andrew Wright, *Picture for language Learning*, (Cambridge: Cambridge University Press, 1989. P. 2

<sup>20</sup> A S Hornby. *Oxford Advanced Learners Dictionary*. Oxford: Oxford University Press, 2000, P 991

So, picture series are number of related composite picture linked to form a series of sequences. It means those picture are related to one another to tell a story or sequences of events. Picture series is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Series is group of related things, events, etc, occurring one after the other.

Picture series of story telling can also be used to test speaking ability. Students should be instructed to tell a story rather than simply describe is happening in each picture. Picture can also be used to elicit description. Series of picture form a natural basis for narration.<sup>21</sup>

Picture series refer to sequential pictures which reveal a theme in a connected set of illustration. It is used as a media in the teaching of procedure text where students mention some materials and express a sequence of instruction to do something orally by observing a connected set of illustrations depicted in the picture.

Picture is two dimensional visual representations of persons, places or things. The picture has a role as visual aid in teaching speaking which provides a starting point to talk about in the classroom. Picture can be adopted from books, magazines, newspapers, internet, photograph, brochure, catalogue, posters, cartoon strips one's drawing (Gelach and Ely in Arsyad, Picture is a visual media based (image or metaphor) plays in important role in learning process. Picture can facilitate understanding

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<sup>21</sup> Barry James. Description of the Picture Series. London: Institute of London, 1805, P. 6

through the elaboration of the structure and organization and strengthen the memory. It can also foster student interest and can provide a link between the content of the material to the real world.<sup>22</sup>

## 2. Kinds of Pictures in Teaching and learning Activity

Talking about picture, Yunus<sup>23</sup> divides pictures into four group, namely:

### a. Composite Picture

Composite picture are large single which show a science (hospital, beach, canteen, street) in which a number of people can be seen doing things. This picture is as a medium for students to see place, people, and event the they would otherwise not see because of factors like distance, time and cost. They do not only show a local subject but also foreign. Therefore, student can see the difference between countries and cultures. Because of their size, composite pictures are most appropriate for whole class teaching rather than individualized learning or group work.

### b. Picture Series

A picture series is a number of related composite pictures linked to from a series of sequence of events. Usually a picture series is available in textbook, comics and cartoon strips in magazines for the teacher to copy enlarge. It is also available commercially.

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<sup>22</sup> Arsyad, Azhar. *Media Pembelajaran*. Jakarta: Rajawali Pers. 2003, P. 89

<sup>23</sup> Noor Azlina Yunus, "*Preparing and Using AIDS ...*", P. 54-58

c. Individual Picture

Individual pictures are single pictures of objects, persons or activities. Such pictures vary in size from small newspaper pictures and can be mounted singly.

There are some criteria to select good pictures for the students, they are:

- a. Easy to prepare and organize by the teacher
- b. Interesting for students
- c. In excellent point of view
- d. Fit in with the best principles of education.

There are two kinds of pictures that are used in teaching and learning activity. Firstly is single picture, it means the one independent picture in which things or certain objects are shown.<sup>24</sup> In teaching speaking by means of using the single picture, the teacher can also encourage the students to use or to practice certain tense patterns, such as practicing present tense only, but various tenses can be practiced and used. Secondly is picture series. It means number of pictures each of which is related to some way to other, especially to the one before it. Series of pictures is really serviceable for teaching speaking purpose, because from these kinds of pictures the students get a complete idea and their imagination are stimulated.

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<sup>24</sup> Horby "Oxford Advanced Learner's Dictionary of Current English." (Great Britain: University Printing House Oxford). 1998. P. 934

### 3. The Functions of Picture Series

- b. The students are able to see the picture clearly and distinctly.
- c. The second is that the students can understand the content of the whole pictures because the first picture is related to the second picture and so on. It can build up the students' motivation in learning English text<sup>25</sup>.

### 4. Characteristic of Picture Series

- a. First, picture series that is taken from comic books has simple form. It is well arranged because comic book itself consists of pictures that are arranged in sequence so we just have to take the pages that are relevant to the topic that we want to teach to the students.
- b. Second, picture series of group of pictures that are taken from capturing animation movie and then are arranged in sequence. This takes more effort because we have to capture the pictures that are relevant to the topic and arrange them in sequence. This kind of picture series is more interesting because it is colorful.
- c. Third, picture series of group of pictures that are taken from google images. The pictures that are suitable to the topic are downloaded and then arranged in sequence like the following.<sup>26</sup>
  - a) Picture series from comic book.
  - b) Picture series from capturing animation movie.

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<sup>25</sup> Andrew Wright. *Picture for Language Learning*...,P. 139

<sup>26</sup> Andrew Wright. *Picture for Language Learning*...,P. 145

c) Picture series from google images.

As the students are shown the picture series they are expected to be more excited in learning English as picture series gives students portrait that helps them in learning speaking by comparing the words and the real things. These three picture series help students in learning speaking. The picture series will help students in expressing ideas because the picture series consists of pictures that are related to activities which are familiar to them. As Lado states that speaking is described as an ability to converse or to express a sequence of ideas fluently. The pictures are set up in sequence so that students by learning with this media will be able to express the ideas in sequence fluently<sup>27</sup>.

Those three picture series have different quality in chronological order. The picture series from comic book is in good order since it has been arranged based on the activities. The second picture series that were taken from capturing animation movie is less in order than the first picture series. It is rather difficult to arrange the captured pictures and make them suitable to the topic . The third picture series from google images is more difficult to arrange in chronologic order and picture does not portrait the same person.

##### 5. Reasons to Use Picture Series

There are two reasons to use pictures series to make the students' speak. They are:

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<sup>27</sup> Robert Lado. *Language Testing*. New York: Mc. Graw Hill. 1977. P. 240

- a. the students can see and speak about action and objects that can be reproduced in the class.
  - b. To avoid wasting time and to make the teaching simple and easy<sup>28</sup>.
6. Advantages and disadvantages of Picture Series

Using of a picture series in teaching English carries the advantages and disadvantages for students.

1) Picture series advantages

There are many kinds of picture's advantages as follows:

- a. A picture is a concrete characteristic.
- b. A realistic picture shows a main problem than verbal media.
- c. A picture can solve a limited room and time.
- d. A picture can solve limited observation.
- e. A picture clarifies a problem, any fields and ages.
- f. They are an expensive and widely available.
- g. They provide common experiences for an entire group.
- h. The visual detail make it possible to study subject, which would turn back to be impossible.
- i. They can help you to prevent and correct disconcertion.
- j. They offer a stimulus to further study, reading and research visual evidence is power tool.
- k. They help to focus attention and to develop critical judgment.
- l. They are easily manipulated.<sup>29</sup>

They are many disadvantages of picture series which is outline is to assist students in mastering the English language speaking skills.

2) Picture series disadvantages

- a. Cannot depict motion as film does
- b. If not unique, can seem uninteresting to pupils.
- c. Depicting a specific purpose might be difficult to locate.
- d. Students pay attention on the picture more than on learned material.
- e. It takes time and costs much to provide attractive pictures.

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<sup>28</sup> Robert Lado. *Language Testing ...*, P. 245

<sup>29</sup> Gerlach, Vernon. *Teaching and Media* . New York: Michigan University, 2006, P. 188

- f. Small and unclear pictures may arouse problems in the teaching learning.
- g. Process since the students may misunderstand about the pictures.<sup>30</sup>

7. Possible ways to overcome they are:

- a. Teacher should avoid using pictures or photographs attract more attention to them than to the activity. He also should control the students' activities including their attention during the teaching learning process.
- b. The teacher should make or choose attractive simple pictures to avoid wasting time and money.
- c. The teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures<sup>31</sup>.

Therefore, the researcher concludes that pictures are considered as the most effective media which, valuable assistance to students conveying ideas more easily and fully than words. It is also interesting and easy to understand for the students.

8. Activities of Picture Series

There are some activities that the teacher can be created with picture series are like:

- a. Matching a series of picture with paragraph they illustrated.

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<sup>30</sup> <http://www.shvoong.com/writing-and-speaking/branded-content/2103882-advantages-disadvantages-using-picture-media/>

<sup>31</sup> *ibid*

- b. Matching the picture that illustrated the main idea with the paragraph that should be illustrated.
  - c. Arranging pictures in the other in which events illustrated by them occurred in a story.
  - d. Making up sentences that describe the picture.
9. Teaching Speaking Using Picture Series Media
- a. The objective of teaching Speaking Using Picture Series

The goal of this research is very important and crucial. According to James in his book *Element of language curriculum* stated: “goals are defined as general statements concerning desirable and attainable program purposes and aims based on perceived language and situation needs<sup>32</sup>.”

- b. Selecting learning experiences of teaching speaking using picture series

In a book entitled *Developing the Curriculum*, it is stated that “selection of learning experience, the methodologies or strategies by which the learners are involved with the content must be chosen by the curriculum planners. Pupils internalize the content through the learning activities selected by planner-teacher<sup>33</sup>.”

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<sup>32</sup> James Dean Brown. *The Elements of language Curriculum*. Boston: Heinle Publishers, 1995. P. 70

<sup>33</sup> Peter F. Oliva. *Developing The Curriculum*. Boston: Little, Brown and Company, 1982, P. 163

## 10. Source of Picture series

According to Wright,<sup>34</sup> there are some sources of picture:

### a. Newspaper

Picture in newspaper are not reproduced very well. However, old newspaper are available everywhere and in some countries are the main source of free picture material.

### b. Magazines

In many countries these are the major source of useful picture material of high quality, though they are rarely free.

### c. Advertisement and Publicity

These include direct mail leaflets, poster, and advertisements in magazines and newspaper.

### d. Holiday brochures

These brochures are usually richly illustrated. Most of pictures are of hotels, but many are of places, historical sites or places of great beauty.

### e. Business brochures

Many business produce brochures so their costumers and the public know about the services they offer. Banks and post offices can be a good source of publicity picture.

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<sup>34</sup> Adrew Wright. *Picture for Language Learning ...*, P. 182-187

f. Catalogues

In some countries catalogues are an amazingly rich source of picture material. In Britain, there are catalogues with literally thousands of pictures of every sort of object which a big store can sell, from beds and bicycles.

g. Calendar

Calendar usually illustrated and, furthermore the pictures are usually big enough for class use.

h. Greeting cards

Most greeting cards are illustrated. The range of subjects is very wide, and in every case the illustration has been chosen to “say” something to the receiver. It is often worth keeping the text and the picture together. There are greeting cards for, various seasonal celebration, wishing people well if they are ill, congratulation them on a success, etc.

i. Postcards

Every possible subject is illustrated on postcards. Postcards are associated with writing and thus postcards are not just pictures.

j. Reproduction of art

Painting, drawing, and art photographs are reproduced on postcards, greeting cards, calendars, in books, and as separate reproduction available in shops and galleries.

k. Posters

Posters are designed to be big enough to be seen from a distance and they are thus ideal for class use.

l. Wall charts

Wall charts are produced by some institutions to explain what is done in or by institutions: how steel is made how a firm exports around the world, how to grow rice, how to deal with a road accident, the journey of a letter.

m. Instruction

Instructions for carry out a process such as cooking or putting on a life jacket are often illustrated.

n. Old books

It is same to throw away a book if it contains illustrations. Old children's books are a particularly good source of illustrations which can often charm older student. Old books are often too decrepit or dated to keep, but they may contain unique illustrations.

o. Comics and cartoon strips

These are heavily illustrated. They are sequences of pictures which are closely related to narrative text. The stories in some publications are illustrated by hundreds of photographs.

p. Family photograph and slides

Sometimes family photograph can be brought to the lesson, shown and talked about. We all have photographs and slides which we do not really want to keep and never look at (and that applies to our students as well).

q. Stamps

Most stamps have pictures of them. The most obvious way of using stamps is to talk about them as stamps: where they come from, why the design were chosen, how much they are worth, etc. however, they can also be tuck into separate cards and used as “playing” cards for group work.

r. Playing cards

Many playing cards have illustrations. The cards can be used for their original purpose and the students asked to play the game in the target language. However, the cards can also be used for the pictures that are on them.

s. Wrapping papers

Wrapping paper is often decorated with pictures. The repetition of the design means that pairs of pictures are available.

t. Course book

There are usually illustrations in the course book. These illustrations can often be used in ways which the author does not suggest.

u. The teacher's and students' own drawings

Of course, it is very useful if the teacher is talented artist or if there is talented artist in the class. However, it is not necessary to be artistically talented in order to produce picture.

v. Photocopying

Picture can be photocopied but, if they are in copyright, only by permission. Some countries have schemes whereby schools can acquire a blanket license for photocopying. In other countries permission should be obtained from the copyright holder. However, the photocopying machine may be used by the teacher to make picture, for example, by photocopying objects such as keys, ticket, etc.

#### **D. Teaching Procedure Using Picture**

There are some ways in teaching using picture. A teacher can use a single picture or picture series as a media for the students in explaining something. From the picture, the students will get the ideas in speaking their composition and stimulate their imaginative powers. The teacher can stick a big picture on the whiteboard in front of the class and then ask the students to describe the picture or ask the students to make a simple composition based on the picture. Besides that, the teacher can also give some picture series to some groups of the students. In each group, the students are asked to make a simple paragraph or a simple composition related to the picture given. The student may cooperate with other students from the same group in making their assignment. After that the teacher discusses the result of all the groups'

works. Here, the teacher makes some corrections to the students' mistakes, if any. The final work after being checked by the teacher is attached on the whiteboard of the class. All students can see their works and can compare their work with others.

Furthermore, picture series as a means in teaching learning process help the teacher to explain how to tell instructions to do something. The students will get a complete idea and their imaginative powers are stimulated.

First, the teachers showed the picture series to help the students in building their speaking. Second, the students are asked to mention orally the things in the pictures and their detailed factual description. The last the complete procedure text is delivered orally by the students.

Second, the pictures help the students to improve their speaking in produce a procedure text orally. The picture series provide a connected illustrations which spelled by words. The students are encouraged to search the variety of words relevant to the image. The students' vocabulary will become increase by seeing the pictures.

Third, the use of picture series draws students' attention and motivation to learn when the teacher showed the picture, the students paid attention and listened to the teachers' explanation carefully because they had to match the words and the pictures. Furthermore, during the observation, the students' motivation was improved. It can be shown that almost all of students are engaged during the activity. They were very curious with the materials during the teaching learning process by using picture series. They became attractive

when the teacher asked them to mention the things and the pictures. This also the fact that picture series are challenging. Since the students learned language through finding the relevant word to the picture.

Forth, the pictures series enable the students easy to absorb the materials including vocabularies, the structure of text, language features, and grammar. For instance, the picture series explained the structure of text through a set of illustration from the goal to the steps. The pictures also supported to the students to include linguistic features in their speaking composition such as using imperative and the use sequence words.

Fifth, the use of pictures series bring the students fun during the activity. It means that the picture series made the class activity more attractive since picture series provide interesting and colorful illustration. The students was motivated to participate in the activity. The use of picture series made them felt comfortable and enjoyed the teaching and learning process. Moreover, the activity could break from routine of doing many conventional exercises in the classroom, such as arranging sentence into a correct composition or making a procedure text without pictures that made the students bored. Besides, the students learned in a fun, relaxed, enjoyable and warmth atmosphere. It could make the students find the easier to memorize the materials including vocabulary.

The last, not at least the activity of telling a procedure to do something by seeing picture series accommodates the students in building their confidence to speak. The pictures help them to produce a speaking procedure text quickly

because they got a lot of words by looking the pictures. In fact, they were anxious when they were asked to present a monologue of procedure text without picture series. In contrast, they could explain the material and the picture series of doing something easily by seeing the pictures<sup>35</sup>.

#### **E. Teaching English in SMK TI Labbaika Samarinda**

SMK TI Labbaika Samarinda is one of vocation high schools in Samarinda. In SMK TI Labbaika, Students are not just study about regular lesson, but the student also can improve their skill in extracurriculars.

In SMK TI Labbaika Samarinda, there is only one English teacher, base on the researcher observation, the teacher teach English base on KTSP Curriculum. The teacher use English book to teach the students.

#### **F. Review of Related Studies**

There are many research focused on using pictures in teaching English. The first research came from Nur Ainah. The title of her research is The Effectiveness of Using Picture Series in Teaching Writing of Recount Text at the First Eight Grade Students of MTs. An-nur Samarinda, The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text, Tarti Wahyuni, The Effectiveness of Using Pictures Series as Media in the Teaching Speaking of the First Grade Students in SMAN 1 Kampak. The Effect of Using Pictures on Students' Speaking Ability at Grade Eight of Smpn 2 Seputih Mataram Lampung Tengah.

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<sup>35</sup> Arsyad, Azhar. *Media Pembelajaran...*, P. 64

From those researches it can be conclude that using media is very helpful for students to understand the material especially in learning English, and visual media can use to learning English easily. Such as using picture seires in speaking. From those researches the researcher wants to give information about using pictures as media in learning speaking. The researcher hopes that individual pictures can be one of media in learning English, especially in learning speaking.