THE EFFECTIVENESS OF SEQUENCED PICTURES IN TEACHING SPEAKING AT THE 10TH GRADE STUDENTS OF SMA NEGERI 1 PETANAHAN IN THE ACADEMIC YEAR OF 2019/2020 BASED ON STUDENTS' PERCEPTION

THESIS

Presented To English Education Study Program, State Institute On Islamic Studies Purwokerto as a Partial Fulfillment of the Requirements for Below Graduate Degree in English Educations

By:
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE INSTITUTE ON ISLAMIC STUDIES PURWOKERTO
2020**

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Declare that all statements, opinions, and analyses that I have written in this thesis are my originally work. I optimally conducted my own research with the help of references and suggestion. If any claim related to the analyses that I made persist in the future, I would be fully responsible for the clarification.

Purwokerto,   June 2020

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APPROVAL

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THE EFFECTIVENESS OF SEQUENCED PICTURES IN TEACHING SPEAKING AT THE 10TH GRADE STUDENTS OF SMA NEGERI 1 PETANAHAN IN THE ACADEMIC YEAR OF 2019/2020 BASED ON STUDENTS' PERCEPTION

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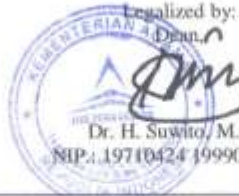NIDN.: 2011088701

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Assalamu'alaikum Warahmatullahi Wabarakaatuh

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Wassalamu'alaikum Warahmatulaahi Wabarakaatuh

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MOTTO

"Be As Yourself As You Want"

DEDICATION

This research is done because of many supports and motivations to finish this thesis and for my best future. With sincerity and humility, I dedicate this thesis to:

1. My beloved parents, Aminatun (Mama) and Tursino (Bapak). Thanks for your supports and prayers for my success and to finish my study, I love you more.

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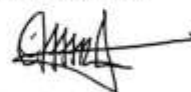
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THE EFFECTIVENESS OF SEQUENCED PICTURES IN TEACHING SPEAKING AT THE 10TH GRADE STUDENTS OF SMA NEGERI 1 PETANAHAN IN THE ACADEMIC YEAR OF 2019/2020 BASED ON STUDENTS' PERCEPTION

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Abstract

The objective of this rsearch was to analyze the effectiveness of sequenced pictures based on student's perception at the 10th grade students of SMANegeri 1 Petanahan. The sample of this research is 31 students of 10th grade in X IPA 1 class of SMA Negeri 1 Petanahan. In this research, the researcher applied descriptive quantitative research. In collecting the data, the researcher administered questionnaire which consists of 11 questions. In addition, the researcher used documentation to take complete data.

The results the research showed that there was the effectiveness of sequenced pictures in teaching speaking based on student's perceptions at the 10th grade students of SMA Negeri 1 Petanahan. It could be supported based on the result of mean score. It showed that the mean score of student's perceptions of sequenced pictures in teaching speaking $=3$ or $2,50 < \bar{X} \leq 3,49$. It could be concluded that the mean score of the student's perceptions of sequenced pictures in teaching speaking of X IPA 1 class was in the good category. Because the mean score of sequenced pictures in teaching speaking based on student's perceptions in the good category, so it can be said that sequenced pictures is effective in teaching speaking

Keywords: *Effectiveness, Sequenced Pictures Media, Teaching Speaking, Student's Perception*

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CHAPTER 1
INTRODUCTION

A. Background of Study

Language is symbols that help the people to communicate and to interact. This means that language has important role to understand and to speak to others. In globalization era, people need to communicate each other. They can use English as international language to communicate and socialization. One of the socialization could be doing by communication. Communication is very important because everything is impossible to be done without communication. Communication is the best one by human being to survive the live.

One of the objectives of English teaching at Senior High School (SMA) is to make the learners able to communicate in target language. The students are expected to be able to use target language in daily conversation as main goal of the English learning. Speaking skill is taught to the students in order to able use English in the real communication. The Indonesian curriculum of 2013 state that since junior high school, English compulsory lesson for students.[1] It means that both of teacher and students must be able to master English. There are four skills of language that must be taught by English teacher of Senior High School (SMA), such as listening, speaking, reading, and writing. One of the skills that must be mastered by students is speaking because it has important role in communication.

Speaking is one of the important skills besides four other skills, those are writing, reading, and listening. According to Homby in Hadriana states that speaking is the ability of people to make use the language in ordinary one.[2]Speaking is one of language skill that must be mastered by students. In addition, speaking is oral communication that is used to express ideas, feelings, and thought among people. When speaking, the students must know what they

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[1] Loeloek Endah Poerwati, *Kurikulum 2013,* (Jakarta: Prestasi Insan Indonesia, 2013), page. 23

[2] Hadriana, *Improving Students' Speaking Skill trough Communicative Activities in Small group Discussion at the Third Semester Class A of the English Study Program of FKIP UNRI,* (Journal of English and Education, Vol.2 No.2, 2008), page 38

would talk about. In fact, learners did not have good oral level in English, especially when they were speaking. Some of them though that speaking is difficult because speaking involved all aspects in English language, such as vocabulary, grammar, fluency and pronunciation.

Based on Fitra, speaking is an oral skill which is very important because it is an instrument in human's communication.[3] The main goal of people learning a language is to be able to communicate with others. Speaking is helpful for the students to overcome the problems in their job, and have capability to overcome their personal lives.

However, many students consider that speaking is not easy. To speak English, they should know vocabularies which will be used to express their ideas. According to English teacher, all of the tenth grade students have average ability and the enthusiasm is high, because of zoning system. The zoning system makes the achievements of the school evenly distributed. But, there were some problems faced by the students in learning process, especially in speaking. The students afraid to make some mistakes, still confused when differentiate to use tenses that are suitable to the activities. On the contrary, when they must speak, they seem to be at loss all the vocabulary that they known and they also cannot express their thoughts as free as they speak Indonesian. Those problems then make the students avoid speaking. Furthermore, students' unwillingness in speaking would make some problems. They may not engage in learning, may lack of motivation and knowledge, and will not get good scores.

Considering the above problems, it is important to find methods or strategies to make students interested in speaking. According to Bashir at all in Saliha states that speaking strategies used by teacher consist of using minimal responses, recognizing scripts and using language to talk about language. Using minimal responses means the teacher tries to help the students who are silent in the class creating responses in any exchanges. In recognizing scripts

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[3] Fitra Muni A.R, *Enhancing Students' Skill in Speaking Narrative by Using Picture Series,* (Journal English Language Teaching and Research, Vol. 2 No.1, 2018), page 114

strategy, the teacher teaches the students to use suitable scripts in different context to exchanges information with others, and the last using language to talk about language.[4] A strategy may minimize students' unwillingness of speaking and also it may help students to encounter their problems in speaking. Therefore, the students need to build teaching speaking strategy to help them getting the best way to speak effectively.

Teaching speaking means teach how to use the language for communication. Teaching speaking is very important for the students to improve their knowledge and communicative skill. The students need the suitable strategy to understand the materials from the teacher. Thus, before teaching in the classroom, it is suggested that the teacher has to know about what the materials needed are and how the condition required for teaching in the class. A teacher also has to know about what the appropriate approach method like is to identify the students' characteristics in daily activities. Therefore, can decide the proper way and use learning media which can help to teach English especially speaking skills successfully in the classroom.

There were many good ways to teach speaking that the teacher could use in teaching and learning process. The appropriate teaching method is an excellent solution. The good of visual aid should be able to help the students understood how to express their message in speaking. The strategies which were used by teacher have to match for the students' ability and condition. The speaking strategies helped the teacher to conducted teaching speaking better. Using suitable strategy to teach speaking can help the students to enjoy and easy to understand the material that delivered by teacher.

Therefore, the teacher used sequenced pictures as a media to teach speaking in order to establish situation of learning activities which involve real communication.Concerning sequenced pictures as a teaching speaking method, the previous study on the use of sequenced pictures as a media in teaching speaking is limited. Media is mediator between teacher and students

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[4] Tifani Anis Saliha, *Teacher's Strategies in Teaching Speaking at the Daffodils: Case Study Research at Kampoeng Inggris-Pare Acadei Year 2017 on 10th-25th Period,* (Journal Siki-Pedagogia, Vol. 01 No. 09, 2017), page 3

in teaching and learning process. One of media to help the students to learn speaking is sequenced pictures. This media is used to stimulate the participation of the students in learning process. It is needed to make learning process more attractive and it also makes the material easier to be accepted by the students. Sequenced pictures is also intended to make students' motivation in study increased.

In this case, the researcher chooses the sequenced pictures because pictures are good visual aid in teaching and learning process in the classroom. Sequenced pictures is one of visual aids that are very useful in teaching, especially for English teaching. Sequenced pictures is the kinds of visual aids in teaching and learning process that shows the chronological events Sequenced pictures can stimulate the students' imaginative powers. Pictures can really help the learner to produce their ideas and express in real communication. By using picture, the learners can get the imagination about the objects or the situations. It helps the students attracted to create their ideas in speaking practice. The students have imagination about pictures they saw.

Considering the importance of teaching speaking strategy and the problems faced by students in speaking, this study is aimed at findings out *the effectiveness of sequenced pictures in teaching speaking at the 10th grade students of SMA Negeri 1 Petanahan in the academic year of 2019/2020 Based on Students' Perception.*

B. Operational Definition

1. Sequenced Pictures

According to Baso in Harahap states that Picture Sequence is cut several sequential pictures from magazines, picture books, comic books, or the comics section of the newspaper.[5] So the researcher conclude that sequenced pictures is several pictures that reflect chronological events or procedures. Sequenced pictures is the kinds of visual aids in teaching and

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[5] Nuri Yanni Harahap, *The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability: A Study at the Eleventh Grade Students of MAN Sipagimbar*, (Journal Liner (Intelligene and Educational Research, ISSN. 2620-5599, 2014), page 135

learning process that shows the events. Sequenced picture is suitable for speaking because it helps students to produce the ideas.

2. Teaching Speaking

Based on Fitra**,** speaking is an oral skill which is very important because it is an instrument in human's communication.[6]Speaking is a skill used by someone in daily life communication whether at school or outside. Speaking is one of the main skills that students need to use. Speaking is one the important skill besides four other skill. The researcher conclude that speaking is the conversation or expressing an idea and feeling in spoken language.

Teaching speaking is difficult, because there are some factors are underlining this, for example most of the students do not have the confidence to speak up, because they have lack of vocabulary and also influenced by their mother tongue. Additionally they also lack of motivation to improve their English especially in speaking. So, their speaking ability is never improve. The other factor is the teaching method. The teaching method is not appropriate with the classroom condition.

3. Student's Perception

According to Catling & Ling, "Perception is a complicated series of processes through which we acquire and interpret sensory information."[7] It means that perception is creating a meaning based on the sensory experience. Feldman stated that perception is influenced by attention, beliefs, and expectations.[8] The way people see, view, and perceived is called perception. In other words, by knowing students' perception, it also knows about students' belief indirectly. Students' perceptions about the learning process are of critical importance to the success or failure of any student's efforts to master or understand the material during the learning process.

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[6]Fitra Muni A.R, *Enhancing Students' Skill in Speaking Narrative by Using Picture Series,* (Journal English Language Teaching and Research, Vol. 2 No.1, 2018), page 114
[7] Catling & Ling. *Cognitive psychology*. Harlow: Pearson, 2011.page. 5
[8] Feldman*. Understanding psychology*. New York: McGraw Hill, 2011.page. 135

C. Research Questions

Based on the background above, the formulation of the research questions can be seen as follows:

How is the effectiveness of sequenced pictures in teaching speaking based on students' perception at the 10th grade students of SMA Negeri 1 Petanahan?

D. Objectives and Significances of the Research

1. The objectives of the research

The objectives of the research is to know whether there is the effectiveness of sequenced pictures in teaching speaking

2. The significances of the research

a. Theoretical Significances

To produce a new knowledge in teaching foreign language, like English especially on teaching speaking through applying the sequenced pictures as a method in teaching English learning.

b. Practical Significances

Practical significances of this research are:

1) For students

   The researcher expects that the result of the research can facilitate the students to learning speaking and interested in speaking class.

2) For English teacher

   The researcher hopes that the results of this research can help the teacher in teaching and learning process, especially in teaching and learning speaking.

3) For the researcher

   By doing this research, the researcher get some new experiences and knowledge about her research and it will be useful for the future.

4) For other researcher

   The results of this research, the researcher hopes that it be useful for the further researcher to do a better research of teaching and learning cases.

E. Structure Of The Study

The structure of the research will be explained as follows:

Chapter 1 contains an introduction which consists of the background of the study, research questions, objectives and significances of the research, operational definition, and structure of the research.

Chapter II contains about the theories of students' speaking skill toward sequenced pictures which is divided into several sub-chapters. First, teaching speaking which consists of sub-topics including the nature of speaking, components of speaking, types of speaking, problems in speaking skill. Second, teaching and learning English as a foreign language at Senior High School. Third, instructional media for teaching English. Fourth, teaching speaking using media. Fifth, sequenced pictures as a media. Sixth, review of relevant studies. Seventh, framework of thinking. Eight, hypothesis.

Chapter III contains the research method which include: type of research, time and location of the research, population and sample, variable and indicators of the research, techniques of data collection, and techniques of data analysis.

Chapter IV contains the results finding which consists of three sub-chapters those are: the first is general description of SMA Negeri 1 Petanahan as follows: the profile of school, vision and mission. Second is data presentation. Third is data analysis. Fourth, discussion.

Chapter V contains of conclusion and suggestion

CHAPTER II
LITERATURE REVIEW

A. Teaching Speaking

1. The Nature of Speaking

Based on Fitra, speaking is an oral skill which is very important because it is an instrument in human's communication. Speaking is a skill used by someone in daily life communication whether at school or outside because speaking is one of the main skills that students need to use. In addition, speaking is an oral production skill because it accordance eye-contact, facial expressions, body language and voice. It is important for speaking ability because they can make conversation more alive. Eye-contact is needed in conversation. It make the listener feel be respected by the speaker and also seems more polite. Then, facial expressions make the listener more interesting because the speaker speak naturally. Facial expressions that used both speaker or listener indicate that they have confidence to make a dialogue. So, when doing conversation facial expression is important, because it make attraction for listener. While body language and voice make the conversation more alive. Body language can help the listener more understand what the speaker says and also show a confidence. Voice is the important skill in speaking. Voice in speaking can indicate the personality in daily life. With loud voice can make the listener enjoy and understand to listen what the speaker says. It makes the dialogue or conversation is not bored. The listener will more respect to the speaker.

Speaking in a second or foreign language has ovten viewed as the most demanding of the four skills. When attempting to speak, the learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. In conversation and other interactive speech events, the speaker must give the information clearly. So, the listeners understand and is also easy to catch the information. The speed of such interaction is also an issue because there may not be adequate time

for processing either outgoing speech or incoming messages at the typical rate of native speaker. It is clear that the purpose of teaching learning English as a foreign language is to make the students master the language. To make it happens, the students must be active in teaching learning process and do a lot of practices. The teacher also should manage the class in good way and be creative in teaching learning.

Based on the explanation above, it can be define speaking as the way to carry out our feeling through words and conversation with other. Speaking also used to make a request, to make speech, and to talk anything that they want to speak. It means that people always use speaking in their life, because without speaking the people will never know everybody's means. If the students do not learn and practice how to speak or do not get any opportunities to speak in language classroom, they may soon less motivation and loose their interest in learning English.

2. **Components of speaking**

According to Harris in Iman, there are five components of speaking ability, they are:[9]

a. Pronunciation

Pronunciation is the way how the sounds are produced. Pronunciation includes the segmental features vowels, consonants, stress, and intonation patterns. Pronunciation deals with sound system that use in speaking. The sound system related to how a particular sound in a language is produced. So, learn the pronunciation is not easy. The learners must study hard about it. To learn it the learners can use dictionary to help and to know how to read a word. Dictionary is very important in learning foreign language.

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[9]Jaya Nur Iman, *Using Pictures with Pictures Describing Technique to Improve the Speaking Achievement,*(Global Expert Journal Bahasa dan Sastra, Vol 5 No. 1, 2016), page 8

Having a good pronunciation can help the students speak in normal communication. There is a very important mechanism involved in working memory called the phonological loop. Phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long term- memory.[10] Learn pronunciation is difficult, but it is needed to the students who want learn foreign language.

To teach pronunciation, the teacher's pronunciation must be good and correct, because the teacher's pronunciation will be imitated by his/her students. One of a method to teach pronunciation is imitation. Imitation is copying the actions, words, or facial expression of another person. To do the imitation method, the teacher pronounces the words clearly and then the students try to pronounce the words that have been pronouncing by the teacher clearly. To pronounce the words the teacher must be correct and clear.

In addition, there are various other methods that can be used to teach pronunciation of words. These are as follows:

1. Singing songs in chorus as well as individually
2. Reciting poems
3. Analyzing long and difficult words
4. Debating
5. Dramatizing
6. Conversing

b. Grammar

Grammar is an attempt to develop concepts, principles and rules relating to usage and to the structure of language.[11] Brown said that according to such accounts there are no 'rules' of grammar. Instead, the

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[10] Nation & Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*,(New York: Routledge, 2009), page 75

[11] M.F.Patel & Praveen M.Jain, *English LanguageTeaching (Methods, tools & techniques),*(Jaipur:Sunrise, 2008),page17

systematic of syntax emerge from the set of learned associations between language functions and base and past tense forms, with noel responses generated by online.[12]

Grammar is a scientific statement of the principles of good usage which concerns with the relation of words in the sentence.[13] Grammar will help students to use certain form of expression. Teaching grammar is very important in language learning. Commonly, grammar must be teaches first. It is believe that without knowing and mastering the grammatical rules of English, the students can not to speak and write. Instead, there is an idea that to be able to speak or write the grammatical rules is not necessary. Studying the language can be learned by practice habitually and not studying the grammatical rules. Teaching grammar only helps the students to understand the language and decide that they speak or write correct or not.

c. Vocabulary

Vocabulary is the key to communication that will help someone in learning English. Vocabulary is very important because vocabulary is one of the language aspects in English for communication. If people have lack of vocabulary, they will not understand what the people say. Vocabulary is very needed to improve the learners language skills. Not only to improve their speaking skill, but vocabulary also needed to improve the four of language skills such as listening, speaking, writing and reading. Without having a good vocabulary, someone will not be able to master in foreign language.

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[12]H. Doulas Brown, *Principles of Language Learning and Teaching*, (United States of America: San Francisco State University, 2006), page 42

[13]M.F.Patel & Praveen M.Jain, *English LanguageTeaching (Methods, tools & techniques),*(Jaipur:Sunrise, 2008),page 141

d. Fluency

Fluency refers to speak clearly and quickly as long as speaking activity. The focus of fluency not only the speed in speaking. Because the use of pause in speaking is more determining someone's fluency. Pause can be opportunity to take a breath and also make the listener understand about what the speaker say. In addition, fluently is not enough in speaking ability, because the speaker need the accuracy as well that help the speaker in spoken language. Accuracy is the use of grammar, vocabulary and pronunciation in speaking appropriately.

e. Comprehension

Comprehension requires a subject to respond to speech as well as to initiate it. Comprehension is needed in speaking activity, because the objective of speaking is to deliver the information. The successful of speaking is determined by the successful in delivering the message or information that can be received by the listener. So, a speaker have to produce speaking clearly.

Further, Nelasci in Fitra explains what people actually do when they are speaking. They are as follows:[14]

a) They share meaningful information

b) They take turn

c) They use body language and gesture to emphasize

d) They use stress and intonation

In other words, people try hard to convey their feeling, ideas and arguments by using non-verbal language, such as: gesture, body language, stress and intonation.

Finoocchiaro and Bonomo in Fitra say that there are 6 important things considered in speaking:

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[14] Fitra Muni A.R, *Enhancing Students' Skill in Speaking Narrative by Using Picture Series,* (Journal English Language Teaching and Research, Vol. 2 No.1, 2018), page 115-116

1) To decide what speaker wants to say

2) To select word that falls into the pattern that they are going to use

3) To select word that falls into the pattern conveying the meaning

4) To use correct arrangements of words

5) To make sure the appropriate situations

6) To place tongue and lips in certain position to produce sounds

It means that there are some aspects involved in speaking, such as: content, vocabulary, grammar, pronunciation, and culture. Those aspects should be well mastered in order to have good speaking ability.

3. **Types of speaking**

According to Brown in Iman, there are five basic types of speaking, they are:[15]

a. Imitative: the ability to imitate a word or phrase or possibly a sentence.

b. Intensive: frequently employed in assessment context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.

c. Responsive: includes interaction and test comprehension, but sometimes only very short conversations, standard greeting and small talk.

d. Interactive: interaction can take two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationships.

e. Extensive: extensive oral production tasks include speeches, oral presentations and storytelling.

4. **Problems in speaking skill**

Actually, learning and improving speaking skill is not easy for the students. The learners have their own difficulties in learning the

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[15] Jaya Nur Iman, *Using Pictures with Pictures Describing Technique to Improve the Speaking Achievement,* (Global Expert Journal Bahasa dan Sastra, Vol 5 No. 1, 2016), page 8

language.According to Ur in Hadriana, there are some problems of speaking skill.[16]

a. Inhibition

Unlike writing, reading, and listening, speaking is different because speaking requires the real time to exposure to an audiences. The students are seldom or inhabit about trying to speak up or say something using English in the classroom: worried about making mistakes or simply shy of attention their speech attract.

b. Nothing to say

Even they are not inhibit to say something in foreign language, they often hear the learners complain that they cannot think of anything to say. It because they have no motivation to express themselves beyond their feeling that they have to speak.

c. Low or uneven participation

Only one participant or student can talk one time if he or she wants to be heard; and in large class this means each participant or student will have only very little time taking.

d. Mother-tongue use

It is will be easier for the students to use their mother-tongue in classroom because it seems naturally. Mother tongue is the basis of the all works. Mother tongue learning begins from infancy.

B. Teaching and Learning English as a Foreign Language at Senior High School

Learning English in Senior High Schools is one of the important things because English is one of the compulsory subjects that have to be taught for the Senior High School level. English subject is not only to be learned in Senior

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[16]Hadriana, *Improving Students' Speaking Skill trough Communicative Activities in Small group Discussion at the Third Semester Class A of the English Study Program of FKIP UNRI,* (Journal of English and Education, Vol.2 No.2, 2008), page 38

High School, but students in Junior High School. It means that English is important and needed for the students specifically in education. Teaching and learning process of English in Senior High School is target to make the students have a high competitiveness. Teaching and learning speaking in Senior High School is needed because the students are expected to be able to understand the meaning what speaker says. The students are required to master speaking skill, especially to communicate the formal and informal communication. It is clear that English is important because English is an International language.

In Indonesia, teaching English emphasizes four languages skill, they are listening, speaking, reading and writing. One of them, the most difficult to be taught in Senior High School level is speaking. In fact, Indonesian students still get difficulties to speak English. They are unconfident to speak English and they just keep silent in the class. Most of them still difficulties to use the appropriate vocabulary to be express in a conversation. It is believe that speaking is the hardest skill for students to do. To solve this problem, the teacher must have a technique or method in teaching and learning process in the classroom. It can help the students enjoy the learning process. If the students enjoy and enthusiasm in learning process, so the atmosphere will comfortable and the learning process will look more alive.

Speaking is a means to communicate with other people. It can be done in monologues or dialogues. So the role of speaking in human life is so important because human can not live normally without communicating with other people. There are some problems that commonly faced by the teacher in speaking class, such as the students who are mostly afraid to speak up. The students are not only afraid to speak up but they also do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

There are roles of the teacher becomes much more diverse and multifaceted.[17]

1) The teacher as learner

In learning process it is no longer necessary for the teacher to know all of the particular subject or topic being discussed, studied, or researched. Instead, the teachers teaching their students to learning with their students and sometimes the teacher learning from their students.

2) The teacher as instructional designer

The teacher as instructional designer means that in teaching learning process, the teacher have to design activities and strategies that suitable the students' conditions to support the students' learning process.

3) The teacher as instructional facilitator and coach

In a student-center classroom, the students have to actives during the learning process. The teacher only as a facilitator and coach. Instilling the students to be responsibilities for their own learning.

4) The teacher as evaluator

In learning process, the teacher not only evaluate the final students performance in a task, but the teacher also design the measure to evaluate the understanding of the students based the underlying activities and procedures. To measure and evaluate can be saw from the observations, interviews, presentations, etc.

5) The teacher as technologist

Technology must be an integral part of learning process. Technology is a tool that uses the teacher for teaching and learning. The teacher does not have to be an expert in technology, but have to confident in using technology and support the students to use technology.

The role of students, those are:

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[17]Steven C.Mills, *Using the Internet for Active Teaching and Learning,* (The University Center of Southern Oklaboma:Pearson,2006),page 5

1) The student as active learner

Classroom can be conducive when the students are active during the learning process. Active learners are involves in setting the meaningful goals for learning and using their experiences.

2) The student as international learner

During the learning process, the students have to view the learning as a goal and not an incidental outcome. The students must have a goal in learning not only through the acquisition of information, but also through the techniques and strategies that can help them to learn.

3) The student as learning manager

The students have to manage, monitor, and evaluate their own progress in learning activities. For example the students have to practice the management skills.

4) The student as collaborator

Inside or outside the classroom, the students are encourages to discuss and interact with the other people, participants, or expert. In learning process, the students have the opportunities to receive feedback from peers and expert, to receive guidance from the teacher in revising and improving their own learning.

C. **Instructional Media for Teaching English**

English is a foreign language, so the teaching material and instructional play important role in teaching learning process.[18] So, to use and select the teaching aids have to be carefully. Here, types of teaching and instructional material:

1. Visual aids

   1) Boards: Blackboard, flannel boards, soft boards.

   2) Charts, maps, pictures, drawings.

   3) Static and working modal

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[18]M.F.Patel & Praveen M.Jain, *English LanguageTeaching (Methods, tools & techniques),*(Jaipur:Sunrise, 2008),page 44

4) Film strip, slide projector, etc

2. Audio aids

1) Audio cassette player

2) Radio

3. Audio visual aids

1) Video cassette player

2) Video compact disc player

3) Television

4) Film projector

4. Language Laboratory

5. Computer Assisted Learning

One of the aspects in teaching and learning process in the classroom is a teacher. The teacher should follow the simple rules for stretching their attention till at the end of the class:[19]

1) The teacher should be live in his presentation

2) The stimulus variation technique should be used in class room teaching

3) The learning material and content must be interesting

4) The teacher should held enjoyable activities

Teacher is the most important in teaching and learning especially in English subject. Teacher must have an ability to make an interesting class and also have more knowledge especially English. Based on Iman, teaching speaking is sometimes considered as a simple process of commercial language school around the world, which hires people with no training to teach conversation.[20] Teaching is a teacher' work and need of students in order that the students can do learning.

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[19]M.F.Patel & Praveen M.Jain, *English LanguageTeaching (Methods, tools & techniques),*(Jaipur:Sunrise, 2008),page 44

[20]Jaya Nur Iman, *Using Pictures with Pictures Describing Technique to Improve the Speaking Achievement,*(Global Expert Journal Bahasa dan Sastra, Vol 5 No. 1, 2016), page 8

D. Teaching speaking using media

In the process of teaching and learning English, a teacher should be creative to find out the technique of education, so the students can easily undesrstand the material of the subject that they teach. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.[21] Teaching speaking is difficult, because there are some factors are underlining this, for example most of the students do not have the confidence to speak up, because they have lack of vocabulary and also influenced by their mother tongue. Additionally they also lack of motivation to improve their English especially in speaking. So, their speaking ability is never improve. The other factor is the teaching method. The teaching method is not appropriate with the classroom condition, teaching material is not suitable with the students' needs, students's ability to receive and understand English subject that is various and the environment is not right to teach English.

According to Nunan in Safrizalstates that there are the principles for teaching speaking, they are:[22]

a. Be aware of the difference between second language and foreign language learning contexts

b. Give students practice with both fluency and accuracy

c. Provide opportunities for students to talk by using group work or pair work and limiting teacher talk

d. Plan speaking tasks that involve negotiation for meaning

e. Design classroom activities that involve guidance and practice in both transactional speaking.

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[21]H. Doulas Brown, *Principles of Language Learning and Teaching*, (United States of America: San Francisco State University, 2006), page 8

[22] Safrizal dan Bambang Suwarno, *The Implementation of Series Picture Towards Students' Speaking Ability at the Second Semester of the Tenth Class at MA Al-Hikmah Bandar Lampung in 2010/2011,* (Journal of Applied Linguistics and Literature, Vol. 2 No. 2, 2016), page 72

According to Mitchell at all, media are technologically based systems of information delivery. Media include radio and TV, which deliver a broadcast message to an audience; video cassette recorder, which allow us to tape and reply information at our convenience; computer based devices such as video games, computer software, and virtual reality.[23] Media can see in our daily lives, for examples television, radio, book, and picture. Media is important in teaching-learning process, because it makes learning easy.

There are four thinking about media, these are:[24]

1) The media as agents of cultural decline
2) The media as popular art forms
3) The media as aids to learning, and disseminators of knowledge and experience
4) The media as agents of communication

In conclusion, media is the way of teacher communicate with the students. It is not only help the teacher to communicate, but media also use the teacher to deliver the messages to the students. Media is a part of communication. Wherever communication held, media is always used, because media is needed to ensure and improve the instruction.

E. Sequenced pictures as a media

1. Picture

a. Definition of pictures

Picture is believed to be able to stimulate and guide the students to speak. Pictures can facilitate the students to speak clearly. With picture, learning process will more alive. Additionally, the students also more enthusiasm in learning process because the learning method is interesting. So, picture is the appropriate media in teaching learning.

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[23]Mitchell Rabinowitz & Fran C. Blumberg, *The Design of Instruction and Evaluation (Affordances of Using Media and Technology),* (London: Lawrence Erlbaum Associates (LEA), 2004),page 20

[24]Len Masterman, *Teaching the Media*, (Routledge (Taylor & Francis: MK Media Press, 1985), page 34

Picture is a visual aid in teaching and learning process. Picture is easy to be used. Furthermore, the teachers often to use picture as a media in teaching learning. Normally, in elementary school the teachers use pictures as a media in teaching learning. Picture make the students easy to produce a word and also help the students to express their idea. Furthermore, picture is famous in education because it is very useful to make students easy to understand the material. Moreover, pictures are media which are often used to explain an event clearer. Sometimes news is considered less describable if there is no picture following it. Through pictures, the listeners will know and imagine, although it is not entirely.

According to Baso, there are many definitions of picture. Some of definitions are:[25]

1) Picture is a visual representation

2) Picture is a clear and telling mental image

3) Picture is a situation treated as an observable object

4) Picture is a representation of a person or scene in the form of a print or transparent slide; recorded by a camera on-light-sensitive material

5) Picture is illustration used to decorate or explain a text

6) Picture is graphic or vivid verbal description

From the definition above, the researcher concludes that picture is the appropriate media to be apply to the students of Senior High School in speaking skill. It is very helpful for the students to organizing their ideas in speaking through pictures.

b. The reason of using picture in teaching speaking

Picture is one of visual aid as a media in teaching learning process. Picture is easy to be available in everything. Picture can be collected from various sources such as magazine, newspaper, calendars,

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[25] Farisha Andi Baso, *Using Sequence Picture Technique to Increase the Students Writing Ability at First Grade of SMAN 1 Sungguminasa,* (Journal Perspektif, Vol. 01 No. 02, 2016), page 111

etc. Picture can help the learners with abstract words, as associating the words with a concrete object make these words easier to remember.[26] The learners will more interesting to do the activities and also easier to develop their English especially in increasing speaking ability.

One of the benefit to teach using picture is the picture can promote learners' interest in acquiring a foreign language. The use of pictures as media in the classroom can build the students' motivation to speak in class and to help the students organize the ideas and express their ideas easily without burden. Pictures can be employed for very creative use in communicative language teaching. Using picture is intended to be the technique of teaching aid and constitute the material of which language can be generated. The students can be divided into a group or in pairs.

In addition, there are some reasons to teach speaking by using the picture. Such as, it is remarkably interesting for students because using picture can generate creatively that kills boredom. More importantly, using picture encourages spontaneous speaking with pairs. It can be done by giving a picture, then one of them describe it with directly practicing or speak up. The students have to work in pairs or together to get the primary goal of this learning. This coorperation is made by designing interaction among all of the students in the classroom.

c. The advantages of using picture in teaching speaking

Gerlach and Elly in Iman, state the benefits of using picture as follow:[27]

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[26] Safrizal dan Bambang Suwarno, *The Implementation of Series Picture Towards Students' Speaking Ability at the Second Semester of the Tenth Class at MA Al-Hikmah Bandar Lampung in 2010/2011,* (Journal of Applied Linguistics and Literature, Vol. 2 No. 2, 2016), page 71

[27] Jaya Nur Iman, *Using Pictures with Picture Describing Technique to Improve the Speaking Achievement,* (Global Expert: Journal Bahasa dan Sastra, Vol. 5 No. 1, 2016), page 8

1) Pictures are inexpensive and widely available. It means pictures easy to be discovered on magazines, newspapers, calendars, internet, etc.

2) Pictures provide common experiences for an entire group of students. It means by using picture, teacher can involve all of students in his/her class.

3) Pictures can help prevent misunderstanding. By using pictures the teacher easily to explain the new vocabularies to the students. So, it can prevents the misunderstanding between teachers' and students' perceptions.

4) Pictures help the students focus attention to the subject and make students active

2. Sequenced pictures

a. Definition of sequenced pictures

Sequenced pictures are series of pictures on a single subject. They reveal their story or theme, like a strip cartoon.[28] According to Baso in Harahap states that Picture Sequence is cut several sequential pictures from magazines, picture books, comic books, or the comics section of the newspaper. [29]Sequenced pictures is several pictures that reflect chronological events or procedures. Sequenced pictures is the kinds of visual aids in teaching and learning process that shows the events.Sequenced picture is suitable for speaking because it helps students to produce the ideas.

From the explanation, the researcher takes the conclusion that sequenced pictures is some pictures which have a series of an object or situation from magazine, newspaper, etc. Sequenced pictures is a learning media. Media is really important in the learning process. It can help the teacher to explain or describe something, and it can make the students

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[28]Ali,Aschawir, *Using Series Pictures to Develop the Students' Ideas in English Narrative Writing,* Proceedings of the 1st Academic Symposium on Integrating Knowledge: UIN Makassar, 2014.page 304

[29] Nuri Yanni Harahap, *The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability: A Study at the Eleventh Grade Students of MAN Sipagimbar*, (Journal Liner (Intelligene and Educational Research, ISSN. 2620-5599, 2014), page 135

understand what the material is about. A picture is one of the elements in media which is really important. The picture can make the students easier to remember the picture which is shown.

b. The steps of Sequenced Pictures

Istarani in Harahap says that, there are some steps to apply sequenced pictures are:[30]

1) The teacher conveys to competence to be achieved
2) Presents the material as an introduction
3) The teacher shows/ shows pictures of activities related to the material
4) The teacher appoints the students by alternately installing or sorting the pictures into a logical sequence
5) The teacher asks the reason/rationale for the sequence of images
6) From the reason/ sequence of the image the teacher embarks on embedding the concept/ material in accordance with the competence to be achieved
7) Conclusion/summary

c. The Advantages and Disadvantages of Sequenced Pictures

In teaching learning using picture sequences strategy have advantages and disadvantages.Shoimin in Harahap says, the advantages and disadvantages of picture sequence strategy, they are:[31]

The advantages of sequenced pictures, they are:
a) Make it easier for students to understand what the teacher meant when delivering learning materials
b) Students quickly respond to material submitted because in accompanied by the picture

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[30]Nuri Yanni Harahap, *The Effect of Picture Sequences Strategy on Students' Writing ProcedureText Ability: A Study at the Eleventh Grade Students of MAN Sipagimbar*, (Journal Liner (Intelligene and Educational Research, ISSN. 2620-5599, 2014), page 136

[31]Nuri Yanni Harahap, *The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability: A Study at the Eleventh Grade Students of MAN Sipagimbar*, (Journal Liner (Intelligene and Educational Research, ISSN. 2620-5599, 2014), page 13

c) Students can read one by one according to the instructions given in the given pictures

d) Students concentrate more and get excited because the tasks assigned by the teacher are related to their daily play, i.e, playing the picture

e) The existence of competence of concepts or readings that exist in the picture

f) Interesting for students because through audio visual in the form of pictures.

The disadvantages of sequenced pictures strategy, they are:

a) It takes a lot of time

b) Many students are passive

c) Must prepare many tools and materials related to the material to be taught with the techniques

d) The teacher fears there will be chaos in class

e) Requires no small cost

d. Speaking activities using the sequenced picture

Based on Fitra, using picture series or sequenced pictures was useful and helpful in improving the students' speaking skill especially in narrative text. Even, sequenced pictures provide information and ideas from which the students to speak up with the correct orders of thought. Furthermore, the sequenced pictures are meaningful. Thus, the students had a lot of ideas and options to speak. They were able to speak chronologically based on the correct arrangement of the pictures reflecting a sequence of the events, for example, which picture came first, second, third and fourth. By using sequenced pictures, it is believed that what are drawn from the story is able to improve the students' skill in

speaking narrative. Through sequenced pictures, the students can speak easily and well.[32]

John says that sequenced pictures have been used as a starting point for writing exercises, but they are also very useful for focusing on specific language points or as material for speaking and listening activities.[33] It can be concluded that sequenced pictures is suitable for teaching speaking. Sequenced pictures can produce the information and ideas. So, it helps the students easy to speak.

In addition, the pictures can make the students interest and enjoy in learning activities. According to Iman picture is one of teaching media that can make the students enjoy the lesson.[34]If the students enjoy and interest in learning activity, it will make the students easy to understand the material that delivered by the teacher.

F. Perception

Perception is what we see in the environment around us. In other words how an individual interpret the information, seeing, hearing, tasting, feeling and smelling about his environment. Thus perception is a subjective phenomenon. The process of developing a view point is perception. The are some definitions of perception according some experts, they are:

1. **Collins and Drever**: "Perception is the immediate apprehension of an object or situation affecting any or all of the sense organs by way of sensations."

2. **Stephen P. Robbins** : "Perception can be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environments."

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[32]Fitra Muni A.R, *Enhancing Students' Skill in Speaking Narrative by Using Picture Series,* (Journal English Language Teaching and Research, Vol. 2 No.1, 2018), page 114-115

[33] John Corbett, *An Intercultural Approach to English Language Teaching,* (Australia:Multilingual Maters, 2003), page 201

[34]Jaya Nur Iman, *Using Pictures with Pictures Describing Technique to Improve the Speaking Achievement,*(Global Expert Journal Bahasa dan Sastra, Vol 5 No. 1, 2016), page8

3. **Fred Luthan's** : "Perception is an important mediating cognitive process through which persons make interpretations of the stimulus or situation they are forced with."

4. **B. Von Haller Gilmer** : "Perception is the process of becoming aware of situations of adding meaningful associations to sensations."[35]

So, it can be concluded that perception is the ability to see, hear,or became aware of something through the sense.

G. Review of Relevant Studies

Based on several sources related to this research, there are previous research related to the topic of this research. The comparisons of the previous research are provided as follows

The first, a research entitled *"The Use of Sequencing Pictures Media Towards The Increasing of Reading Comprehension Skills"* was written by Dian Yusnita, Dinn Wahyudin, Toto Fathoni in 2017. The main purpose of this research is to describe and analyze the effect of sequencing pictures utilization towards the increasing of reading comprehension skills of Third grade students at SDN Padasuka Mandiri 2 in Cimahi. The instrument used was objective test. Sample was taken with cluster sampling. The findings of this research are as follows: 1) the use of sequence pictures are able to increase reading comprehension skills of third grade students at SDN Padasuka Mandiri 2 Cimahi. Based on these findings, it is recommended that teachers could be more creative and using various instructional media and for future researchers can reference this in developing their research into the problem more extensive and complex. The similarity of this research with the researcher's study is the use of sequenced pictures as leaning strategy.Both of them will use quantitative method when analyzing the data result. The difference with the researcher's study is the object. The research used reading comprehension as the object, while the researcher's study uses teaching speakingas the object.[36]

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[35] Rajul Dutt, *Krishna's Industrial Economics and Principles of Management*. (India: Krishna Prakashan Media, 2005).page 197

[36] Yusnita, D, Wahyudin, D, Fathoni, D. *The Use of Sequencing Pictures Media Towards The Increasing of Reading Comprehension Skills*. EDUTCEHNOLOGIA. Vol 3, No 1. 2017,

The second, a thesis entitled "*Improving Students' Vocabulary Achievement Through Picture Series at The Second Year Students of SMPN 01 Tanjung Raja*" was written by Dharin Okta Syaputri from University of Lampung in 2016. The objective of this research was to find out whether there is significant different of students' vocabulary achievement in pre-test and post-test after being taught through picture series and there is improvement of students' vocabulary achievement after being taught through picture series at the second year of SMPN 01 Tanjung Raja. This research was conducted based on the problems faced by the second year students of SMPN 01 Tanjung Raja North Lampung. The result of the research shows that there was significant difference of students' vocabulary achievement in pre-test and post-test after being taught through picture series at the second year students of SMPN 01 Tanjung Raja. There are improvement of students vocabulary achievement from pre-test to post-test. The mean score of pre-test was 54.00 and post-test was 80.16. It means that there was a significant improvement of students' vocabulary achievement after being taught through picture series. Based on the results above, it could be concluded that picture series could be used to improve students' vocabulary achievement. The similarity of this research with the researcher's study is the use of sequenced pictures as learning strategy. The difference with the researcher's study is the object. This research focus onstudents' vocabulary achievement. Meanwhile the researcher focus on teaching speaking.[37]

The third, a thesis entitled "*The Effectiveness of Picture Sequence in Teaching Narrative Text Writing*" was written by Nurdina Mecca Zathira from Syarif Hidayatullah State Islamic University Jakarta in 2014. The purpose of this research is to investigate the effectiveness of picture sequence in the teaching of narrative text writing. Experimental research was used as a method in this study. The study was carried out in two classes one as the controlled

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[37] Okta Syaputri, D. *Improving Students' Vocabulary Achievement Through Picture Series at The Second Year Students of SMPN 01 Tanjung Raja.* Lampung. A Script, Universitas Lampung. 2016

class and the other as the experimental class. The data were gathered through tests. The test consisted of the pre-test and post-test. The result of this research stated that picture sequence is effective in the teaching of narrative text writing. The similarity of this research with the researcher's study is the use of sequenced pictures as learning strategy.Both of them will use quantitative method when analyzing the data result.The difference with the researcher's study is the object. In this study, focus on teaching narrative text writing. Meanwhile the researcher focus on teaching speaking.[38]

H. Framework of Thinking

The objective of this rsearch was to analyze the effectiveness of sequenced pictures in teaching speaking based on student's perception at the 10th grade students of SMA Negeri 1 Petanahan. Speaking skill is one of skills which require students to express and develop their own idea in a spoken language. Many students feel confuse on how to begin speaking practice in real communication. Teaching English speaking refers to the effort to make students active and increase their language knowledge, such as grammar, vocabulary, pronunciation, and other theory of language skill into real practice of communication so the students can communicate their feeling, ideas, and information to others appropriately. The students also need to be able to organize ideas in their mind into comprehensible information. So, the listener can understand the message or information that the speaker saying. In addition, they also have to be careful with non-verbal language, such as body language, gesture, voice, etc when they speak. Hence, the understanding of discourse is also need in speaking.

Teaching and learning speaking in Senior High School is needed because the students are expected to be able to understand the meaning what speaker says. The students are required to master speaking skill, especially to

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[38]Mecca Zathira, N. *The Effectiveness of Picture Sequence in Teaching Narrative Text Writing: A quasi Experimental Study at The Eight Grade Students of SMP Islam Al Syukro Universal Ciputat.* Jakarta. A Script, UIN Syarif Hidayatullah Jakarta. 2014

communicate the formal and informal communication. It is clear that English is important because English is an International language.

However, teaching English speaking in Indonesia is something handicapped by some problems. The problems are the limitation of supporting environment to learn English speaking, the large number of students in class which limits the opportunity to have enough time practice speaking in class, the students' anxiety, and so on. Hence, it needs alternatives to active students' speaking in English. To solve this problem, the teacher needs a media to build the active students' speaking in classroom. By using the suitable way of teaching, it is hope that the students speaking ability will be improved. Finally it can be said that the teaching and learning process will be successful.

Media is mediator between teacher and students in teaching and learning process. One of media to help the students to learn speaking is sequenced pictures. Sequenced pictures is several pictures that reflect chronological events or procedures. Sequenced pictures is the kinds of visual aids in teaching and learning process that shows the events. Sequenced picture is suitable for speaking because it helps students to produce the ideas. This media is used to stimulate the participation of the students in learning process. It is needed to make learning process more attractive and it also makes the material easier to be accepted by the students. Sequenced pictures is also intended to make students' motivation in study increased.

Sequenced pictures is one of visual aids that are very useful in teaching, especially for English teaching. Sequenced pictures can stimulate the students' imaginative powers. Pictures can really help the learner to produce their ideas and express in real communication. By using picture, the learners can get the imagination about the objects or the situations. It helps the students attracted to create their ideas in speaking practice. The students have imagination about pictures they saw. It can be supported from some theories stated in this chapter by linguists. Many linguists agreed that sequenced pictures is effective and suitable for teaching speaking.

The researcher believes that using sequenced pictures is effective to be applied in teaching learning process due to the following reasons: a) Picture media can motivate students to learn speaking; b) Pictures can help audience understand ideas and acquire information; c) Pictures can adds students' vocabulary mastery; and d) The use of pictures can help the teacher in the teaching learning process so that it will run smoothly.

Based on the strengths of the use of sequenced pictures explained before, the researcher is fully certain that it effective in teaching speaking and it will be improve the students' English speaking skill effectively.

CHAPTER III
RESEARCH METHOD

A. Type of the Research

In this research, the researcher used descriptive quantitative research. Quantitative research is a type of scientific inquiry that is very objective in which the researcher attempts to be detached from the actual subjects of the study. Quantitative researchers are characteristic of the classical medical scientists who study and independently make observations about the cause and effect of variables.[39]This research is aimed to know the effectiveness of sequenced pictures in teaching speaking based on student's perception.

B. Time and Location of the Research

The location of this research was SMA Negeri 1 Petanahan. It was a senior high school which located in Petanahan, Kebumen, the address at Desa Tresnorejo street, Petanahan, Clebok, Tresnorejo, Kebumen, Kebumen Regency, Central Java 54382. There were fifteen classes from grade X until XII. It was consist of five classroom for each classes. There were two meetings in a week with time allocation two hours for each meeting. The research conducted at SMANegeri 1 Petanahan from May to June. It consisted of interviews with the teacher and students. Besides that, the researcher also spread the questionnaire to students.

C. Population and Sample

1) Population

Population is entry group of individuals or items in which statistical measurement is investigated.[40] Population means all of an object, material,

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[39]Daniel R. Tomal, *Action Researcg for Educators*,(United States of America: Scarecrow Press, Inc, 2003), page. 3

[40] Episiasi, Ardayati, Sinta Novianti, *The Effectiveness of Using Pictures to Improve Student's Speaking Skill*, (SMART Journal Vol. 1, No. 2, 2015), hlm. 95

or area.[41] The population of this research is the first grade students of SMA Negeri 1 Petanahan Kebumen. The total number of the population is 149 students and it is distributed into five classes, three classes for X IPA and two classes for X IPS. The researcher chose this population because students at the grade are expected to have sufficient basic of speaking.

Table 1. Population of 10th grade students of SMA Negeri 1 Petanahan

No	Class	Total
1	X IPA 1	31
2	X IPA 2	29
3	X IPA 3	35
4	X IPS 1	25
5	X IPS 2	29

2) **Sample**

Sample is the minimum number to represent selective populations that are examined to gain the data or information about the whole. Sample is item selected randomly from a population and used to test hypothesis about the population.[42] The researcher used a purposive sampling. Purposive sampling is a sample which did by taking the subject not based on strata, random or region but based on a certain goal of the purpose.[43] The sample of this research are an English teacher and students of 10th grade students in X IPA 1 class. The total numbers of this class was 31 students. The reason or chosing the students in X IPA 1 class as a sample because in this class, the students mostly actives during the learning process, and they are also brave enough to ask and answer the questions from the teacher, and dare to express their ideas or opinions. Furthermore, the researcher want to know

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[41] John. K. Taylor&Cheryl Cihon, *Statistical Techniques for Data Analysis*, (New York: A CRC Press LLC, 2004), page. 5

[42] Episiasi, Ardayati, Sinta Novianti, *The Effectiveness of Using Pictures to Improve Student's Speaking Skill*, (SMART Journal Vol. 1, No. 2, 2015), hlm. 96

[43] Suharsimi Arikunto, *Prosedur Penelitian: Suatu pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2013), page 183

how the effectiveness of sequenced pictures in teaching speaking based on students' perception.

D. Techniques of Data Collection

To obtain the data, the researcher used three techniques of data collection, they were interview, questionnaire, and documentation. In this research, the researcher conducted the interview, questionnaire, and documentation to receive data of this research.

1. Questionnaire

The researcher also employed a questionnaire to students for supporting the result of interview. Based on Alreck at all in Phillips says, probably the most common data collection method is the questionnaire. A questionnaire may contain any of all of these types of questions:[44] In this research, the questionnaire which was used by the researcher was *open-ended* questions. Alreck in Phillips says that *open-ended* questions allow unlimited answer. Questions are followed by ample blank space for the responses.[45] The researcher gave the questionnaire to students in order to know their further opinions of sequenced pictures in learning process.

In the *open-ended* question, the data was analyzed by classifying the participants' answers. The researcher also calculated the percentage from the data which were classified. Then, the researcher explained the meaning of the results.

The researcher spread the questionnaire on May, 18th 2020 using Google form. Questionnaire was given to the whole students in X IPA 1 class which consisted of 31 students. In addition, questionnaire consisted of 11 questions. From number 1-5 there were questions about the students' opinion in learning speaking using sequenced pictures. The number of 6-7 there were questions about students' problem in learning speaking. While the number of 8, was question about the students' efforts to improve their

[44] Patricia Pulliam Phillips and Catly A. Stawarski, *Data Collection (Planning for and Collecting all types of data)*, (United States: Preiffer,1976), page 2

[45] Patricia Pulliam Phillips and Catly A. Stawarski, *Data Collection (Planning for and Collecting all types of data)*, (United States: Preiffer,1976), page 2

speaking ability. Then, the number of 9 was question about students'
motivation in learning speaking, and the number of 10-11 there were
questions about the factors that may influence the students in learning
speaking.

2. Documentation

According to Sugiyono, document is note events that have passed.
Documents can be in the form of posts, picture, or the work of monumental
works from someone.[46] To collect the data, the researcher used a camera and
tape recorder. A camera was used to take some pictures about the provile
vision and mission of the school. It was facilitate the researcher easy to
collect the data. It was to prove that the study was really conducted in SMA
Negeri 1 Petanahan. Another data was needed to help the researcher in this
research. Documentations was used to support the research to get more
complete data.

E. Techniques of Data Analysis

After collecting the data, the researcher analyzes the data. It can be defined
as the process of analyzing data required from the result of the research. To
undertake the analysis of data obtained from the questionnaire result, first it
will be classified and then coded the data in detail. Next all the data scored
systematically in reparation for analysis. From this score which were then
interpreted for presentation in the findings. The researcher gave the score in
each respondent's answered with give score 1 until 5 in *Scale Ordinal* of
students' perception about the effectiveness of sequenced pictures in teaching
speaking. Then the researcher calculated the descriptive statistic to know the
mean score of students' answered.

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[46] Sugiyono, *Metode Penelitian kuantitatif, kualitatif dan R&D,* (Bandung: Alfabeta,
2016), page 240

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher is going to presents the research findings and discuss how the researcher analyzed the data. The researcher conducted a research about the effectiveness of sequenced pictures in teaching speaking. The researcher used the questionnaire and interview as the instrument of the research. There are three topics related to the data research findings. These are about data description, data analysis, and the duscussion of the research.

The objective of this research is to know that Sequenced Pictures effective or not for students X IPA 1 class at SMA Negeri 1 Petanahan to mastery the speaking in the academic year 2019/2020.

A. The General Description of SMA Negeri 1 Petanahan

1. The profile of SMA Negeri 1 Petanahan

a. School name   : SMA Negeri 1 Petanahan
b. Phone number   : (0287)552215
c. NPSN   : 20305027
d. NISS   : 301030504023
e. The headmaster   : Budi Hartono, S. Pd,. M.M
f. Address   : Jalan DesaTresnorejo
g. Village   : Tresnorejo
h. District   : Petanahan
i. Regency   : Kebumen
j. Province   : Central Java
k. Pos code   : 54382
l. The year of built : 1991
m. KBM   : Morning
n. The land area   : 12.340 m^2/ hak pakai
o. Building area   : 2.820 m^2
p. Located on track   : Districts

Source: TU of SMA Negeri 1 Petanahan

2. Vision and Mission of SMA Negeri 1 Petanahan

Vision

High in achievement, strong in faith and wisdom, excelling in science and technology, preserving cultural art value and environmental concern

Mission

1) Improving the quality of teaching and mentoring activities and being effective integrated and sustained.

2) Improved the availability in both academic and nonacademic areas by design and continuing.

3) Increasing the programming of religious activity in a diligent and sustained way.

4) Improve the quality of educator and personnel education programmatically and sustainably.

5) Improved the education services to all school residents.

6) Increasing the programming of art activities in a diligent and ongoing way.

7) Increasing the destruction of environmental conservation activities, prevention of school pollution and destruction.

8) Increasing the production of creative waste products on the entire school community.

Source: TU of SMA Negeri 1 Petanahan

B. Data Presentation

This research is aimed to analyze the effectiveness of sequenced pictures in teaching speaking based on student's perception of SMA Negeri 1 Petanahan. To collect the data, the researcher did questionnaire and documentation.The learning process used sequenced pictures to help the teacher explained the material about speaking narrative clearly so that the students would mastery the speaking.

1. The Learning Proses Using Sequenced Pictures

The process of teaching learning by using sequenced pictures was the first the teacher opened the class by praying and then the teacher started the

class by greeting the students and checked students' attendance and made small talk with giving motivation to students before starting the lesson. Then the teacher gave some questions about the previous material to make sure students' understanding. Before beginning the learning activity, the teacher always explained the competence to be achieved to the students. It aimed to improve students' motivation in learning speaking. In addition, it was also aimed to give an overview to the students in order to they know about what they should did and achieved during learning process. Afterwards, the teacher introduce the new material, and directly the teacher instruct the students to open the material. The teacher explained the material of the students. It made the students understood the lesson. The teacher usually gave an example during explaining the material, and he also asked the students' understanding. The teacher gave an example about the dialogue or story based on the pictures that the teacher showed. After the teacher taught about the next material, the teacher also gave some oral questions to make sure students' understanding.

In learning activity, the teacher gave some examples of pictures that related to the material, the teacher and students made story together. It aimed to check students' understanding the material. The teacher asked the students to make in pair and looking for the pictures. Then, the students consulted the pictures that they had found. After the picture has been approved by the teacher, the teacher asked one student to do telling story by using sequenced pictures which was already told by the teacher. Before the students told the story, the teacher asked the students to writhe the story to the teacher. While the students telling the story, the teacher corrected the students written story. After the telling story was done, then the teacher gave some corrections to the students'oral and written story about the sequenced pictures displayed. The teacher did the same thing to some students to do so.

After the time was almost finished, the teacher showed the next sequenced pictures to the students to be telling in the next meeting. Before

the teacher closed the meeting, the teacher checked students'understanding and finally closed the meeting by giving motivation and praying.

Teaching speaking at SMA Negeri 1 Petanahan was conducted using sequenced pictures as a technique to deliver the teaching material by the teacher. Teaching-learning English using sequenced pictures in teaching speaking took a long time in order to get good understanding for students.

Sequenced Pictures
Source: https://images.app.goo.gl/AaPhRoUFkEpE9W1X6

In learning process, especially in English subject, media was needed to support the students' understanding the material. In addition, media was also needed by the teacher. It can helped and facilitated the teacher to deliver and explained the material. According to students who was interviewed by the researcher said that, English teacher was more often to use sequenced pictures as a media in learning activity, especially in teaching speaking. Using sequenced pictures in teaching speaking could be helped the students easily to understand the material, for example could easier to understand the intent and the purpose of the questions. It was due that scientifically the brain of human was easier to understand the materials in collaboration

through visual media and audio visual. This learning media was also easy to understand and used, so it was suitable for learning English.

Learning will feel not good if the teacher did not have the skill to create the strategy, method and media in learning process. By sequenced pictures as a media in teaching-leaning process, the students more active and enthusiastic. The students confidently to speak English, enjoy and interested to learn speaking using sequenced pictures. It could be concluded that sequenced pictures was effective and suitable to be applied in teaching learning process.

The effectiveness and to make the students understood of learning in the classroom, it can be seen from the teacher's procedures, the teacher's attitude, and also how the teacher gave an attention to the students. The understanding of the students of the material was depend on the teacher in explaining the material, managing the classroom, and control the students. To check the students' understanding in material, the teacher can gave a question orally. In addition, the teacher can also gave a material and made some groups of students, then asked the students to present that material in each group.

It aimed to measure and evaluate the students' understanding in materials which have been studied during learning process. Evaluating was necessary for teacher to improve the quality in learning process and also learning outcomes in the effort to improve the quality of improvement.

2. Students' Perceptions of Sequenced Pictures in Learning Speaking English

The researcher also employed a questionnaire to students to analyze the effectiveness of sequenced picture in teaching speaking based on student's perception. The researcher spread the questionnaire on May, 18th 2020 using Google form. Questionnaire was given to the whole students in X IPA 1 class which consisted of 31 students. In addition, questionnaire consisted of 11 questions.

After classifying the participants' answer, the researcher calculated the percentage from the data which were classified using excel. Then, the

researcher explained the meaning of the results. The percentage of respondents could be seen as follows:

a. The implementation of sequenced pictures in teaching-learning speaking

   The percentage of responses in implementing sequenced pictures could we saw on the chart number 1-5
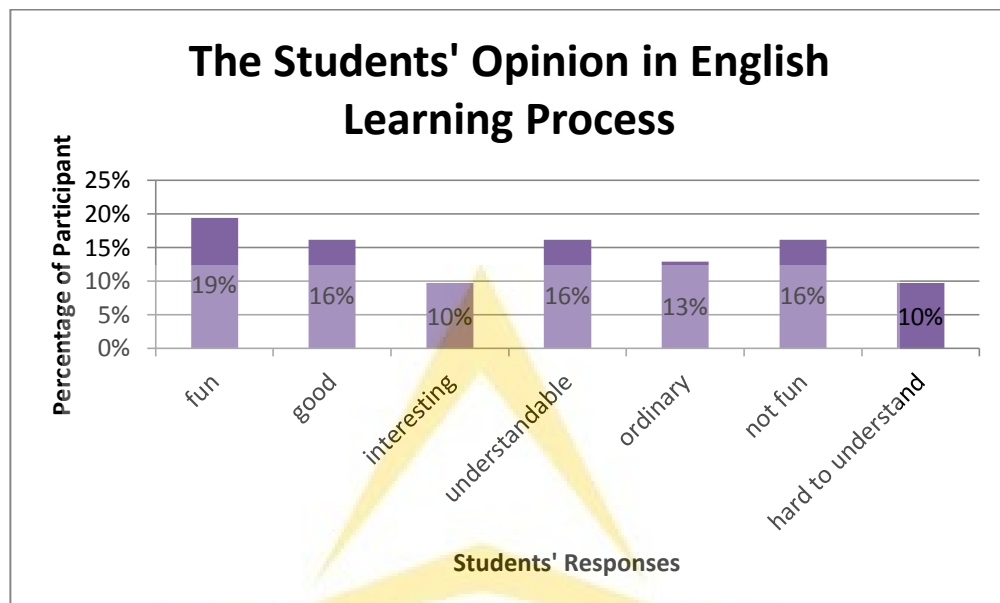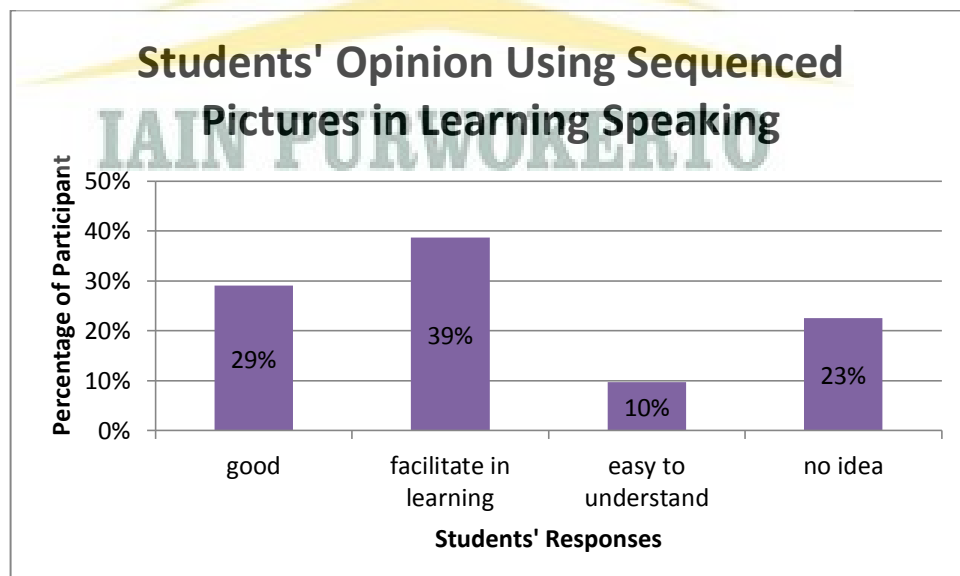

Picture 1

Picture 1 showed the responses of the participant about the students' opinion in English learning speaking process question. It seen from 31 participants, there were 19% of participants answer with fun. While there were 16% who answered understandable. It could be concluded that majority of students felt fun in teaching-learning using sequenced pictures.

Implementation of Sequenced Pictures in Learning Process
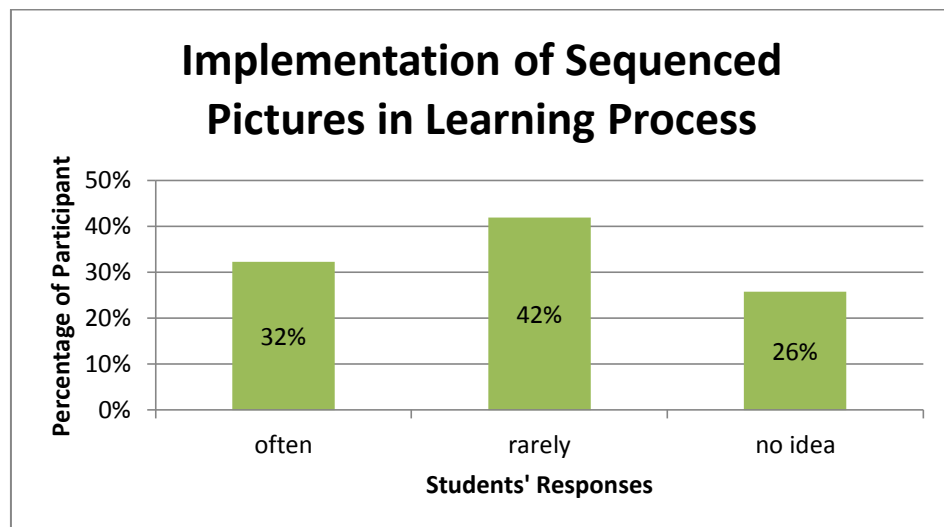
Picture 2

Picture 2 showed the students' responses about the implementation of sequenced pictures in learning process. We could saw there were 42% who answered rarely to use sequenced pictures in learning activity while there were 32% who answered often using sequenced pictures in learning process. It could be concluded that majority of students answered often enough using sequenced pictures in learning activity.

Students' Opinion Using Sequenced Pictures in Learning Speaking
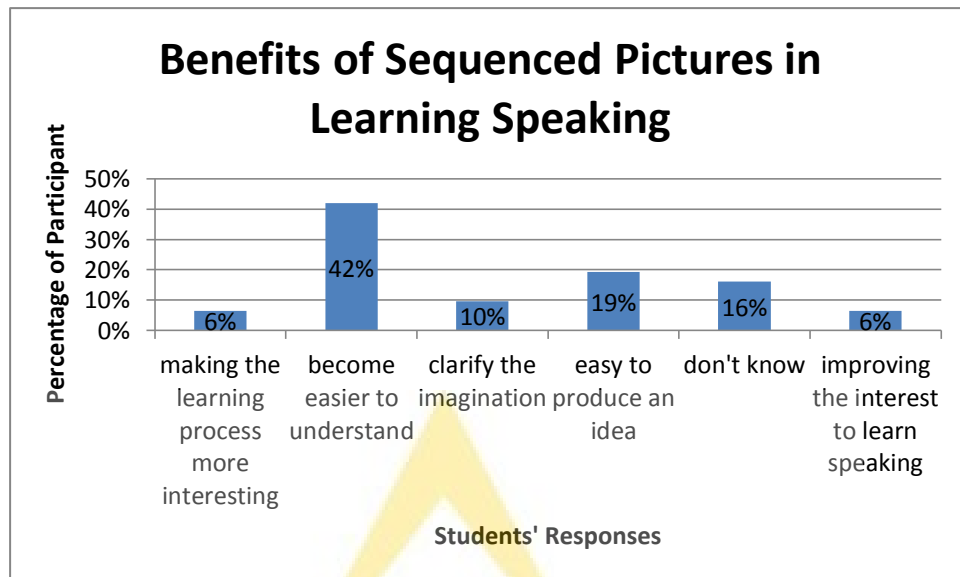

Picture 3

Picture 3 showed the students' opinion using sequenced pictures in learning speaking. Most of students answered facilitate in learning process.

It seen 39 % who answered facilitate in learning process. It could be concluded that majority of students thought that sequenced pictures was suitable and could helped them in learning speaking.

Picture 4

Picture 4 showed that the benefits of sequenced pictures in learning speaking. It seen there were 42% who answered become easier to understand when compared with the students who answered making the learning process more interesting and improved their speaking to learn speaking. It seen a big difference because only 6% who answered making the learning process more interesting and improved the interest to learn speaking.

Studentnts' Opinion about Sequenced Pictures Can Help in Their Speaking
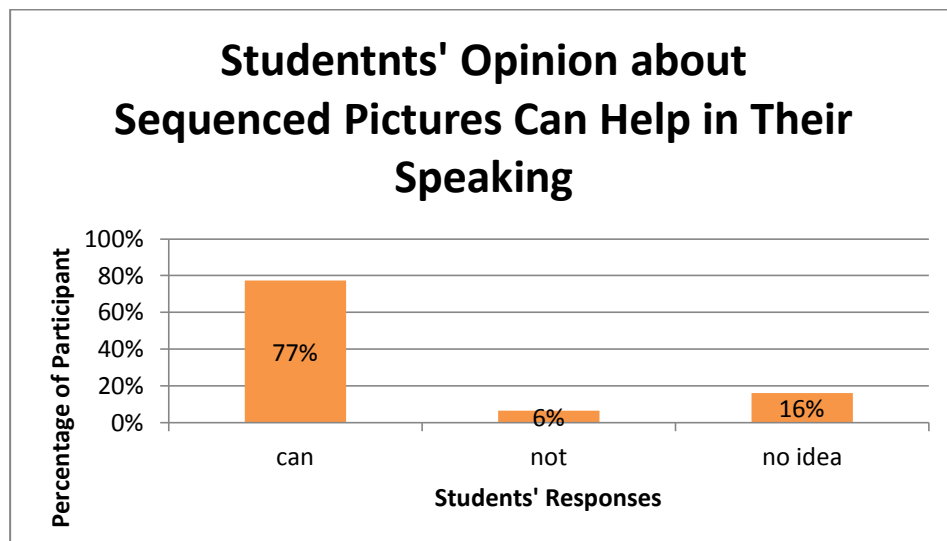
Picture 5

Picture 5 showed that the students' opinion about sequenced pictures could helped in their speaking. It seen there were 24 students or 77% answered can, for examples were easy to understand the material, produce an idea, etc. There were only 6% who answered cannot help in their speaking. This showed that sequenced pictures coud helped students in their speaking.

b. The students' problems in learning speaking using sequenced pictures

To know the percentage of students' problems could we saw on the chart number 6-7

Students' Difficulties in Learning Speaking Using Sequenced Pictures
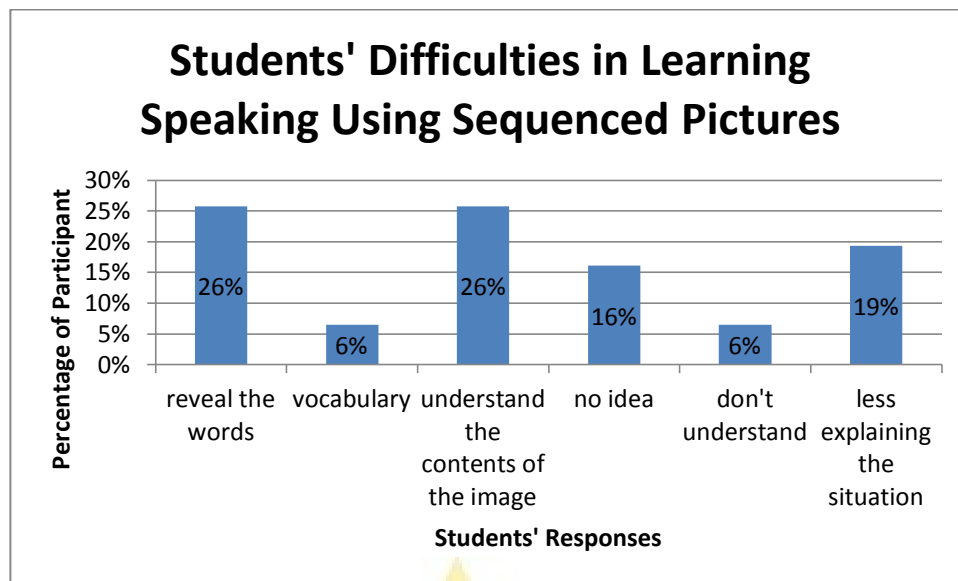
Picture 6

Picture 6 showed that the students' difficulties in learning speaking using sequenced pictures. It seen that 26% who answered reveal the words and understand the contents of the image.

Students' Way to Overcoming the Difficulties in Learning Speaking
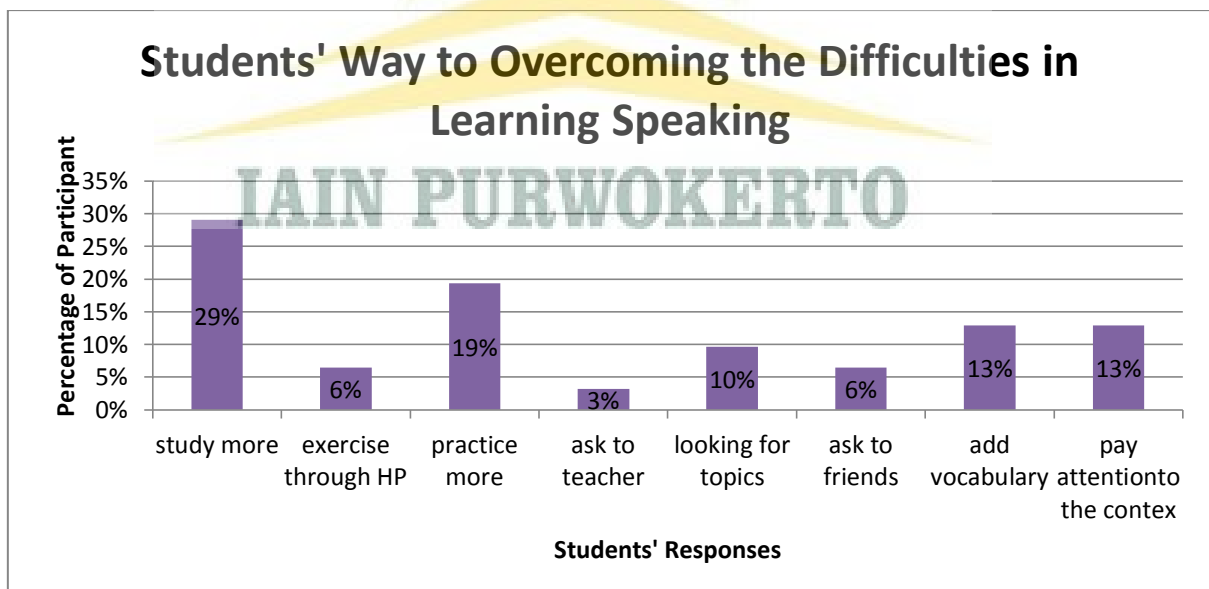
Picture 7

Picture 7 showed that the students' way to overcome the difficulties in learning speaking. It seen there were 29% who answered study and there

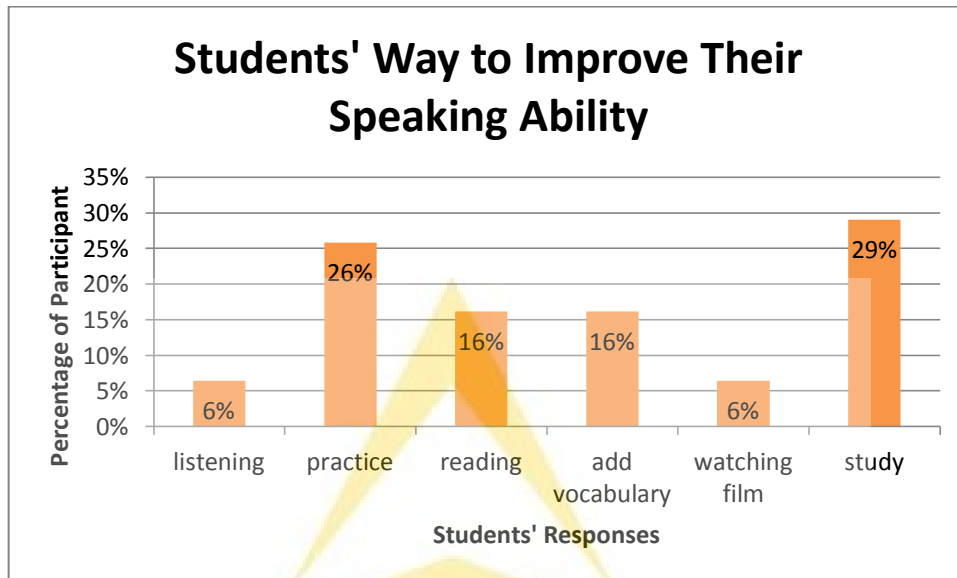were 19% who answered practice speaking using the vocabulary that we have.

c. The students' efforts to improve speaking ability

To know the percentage of students' efforts to improve their ability could we saw on the chart below.

Students' Way to Improve Their Speaking Ability

Percentage of Participant (y-axis: 0% to 35%)

- listening: 6%
- practice: 26%
- reading: 16%
- add vocabulary: 16%
- watching film: 6%
- study: 29%

Students' Responses (x-axis)

Picture 8

Picture 8 showed that the students' way to improve their speaking ability. It seen that the majority of students chose study and practice as the way to improve their speaking ability. There were 29% who answered study as the way, and 26% who answered practice as the way.

d. The students' motivation in learning speaking

On the chart number 9 we could saw the percentage of students' motivation in learning speaking.

Students' Motivation in Learning Speaking
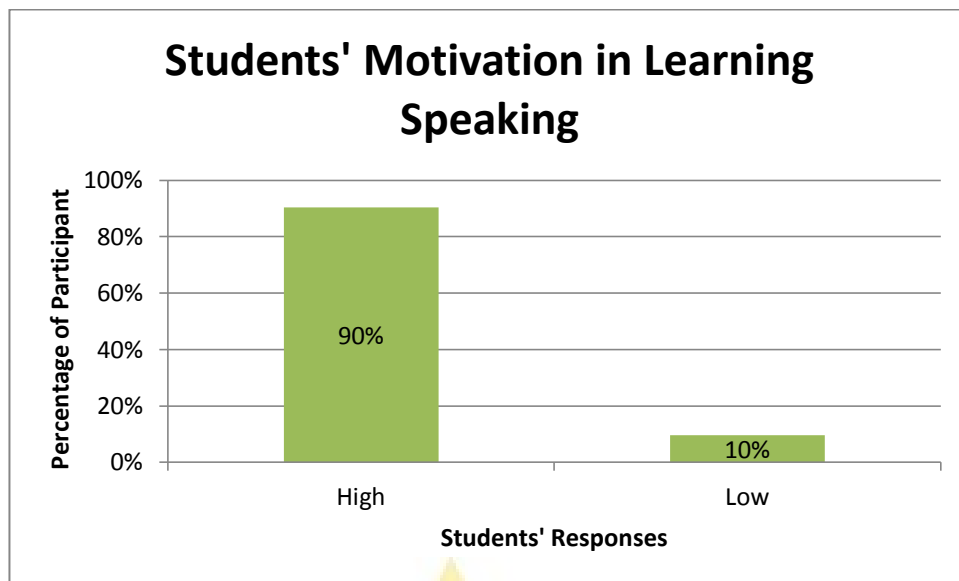
Picture 9

Picture 9 showed the participant's responses about students' motivation in learning speaking question. It seen that from 31 participants, there were 90% who answered high motivation, such as to be good English, become native speaker, around the world, can communicate with foreigner, etc. While there were 10% who answered low motivation, it was forced. This showed that mostly participant has a high motivation in learning speaking.

e. The factors which is may influence the students in learning English

To know the percentage of factor which is may influence the students in learning English could we saw on the chart number 10-11
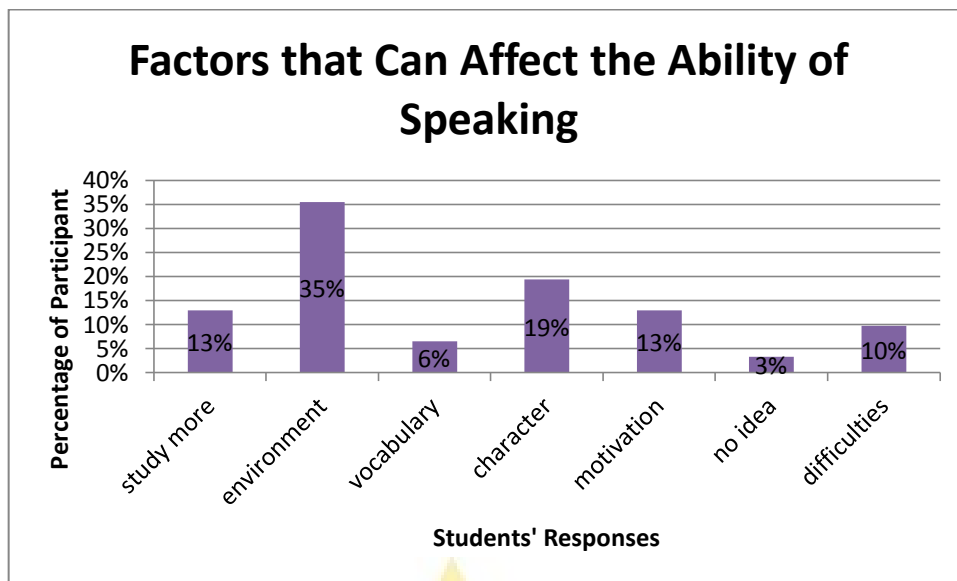
Picture 10

Picture 10 showed that the factors that could affected the ability of speaking. The factors that could affected the ability of speaking based on participant's responses were environment, study more, vocabulary, motivation, characters, no idea, the difficulties, etc. Most of students answered environment as a factor that could affected the ability of speaking. It seen 35% of students who answered environment as a factor.
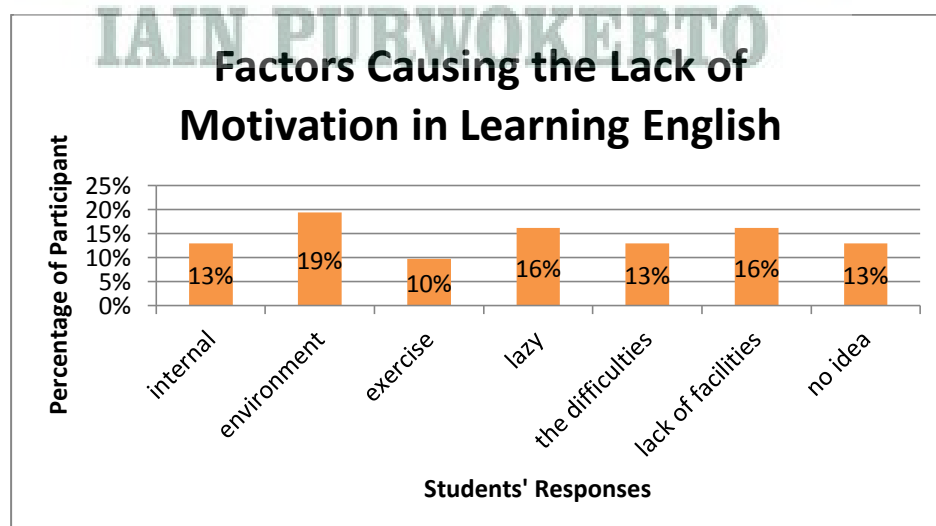
Picture 11

Pictures 11 showed that the factors caused the lack of motivation in learning English. The students' responses that the factor caused the lack of motivation in learning English were internal factors, environment, exercise, lazy, the difficulties, lack of facilities, and no idea. It seen that an environment as the big factor that caused the lack of motivation. We could saw there were 19% who answered environment as a factor. Second, were lazy and lack of facilities as a factors. It seen 16% who answered lazy and lack of facilities were the factors.

C. Data Analysis

To facilitate the analyzing data, the researcher made scoring from each questions used *Skala Ordinal.* The score were presented as follows:

Question number 1.

The student's interested in learning English

Very disinterested : 1
Disinterested   : 2
Ordinary   : 3
Interested   : 4
Very interested   : 5

Question number 2.

The frequency of using sequenced pictures in learning process

Never   : 1
seldom   : 2
Sometimes   : 3
Often   : 4
Always   : 5

Question number 3.

Students' knowledge of sequenced pictures in learning speaking

Not very good   : 1
Not good   : 2

Pretty good : 3

Good : 4

Very good : 5

Question number 4.

Students' opinions of sequenced pictures in learning process

Very hard to understand : 1

Hard to understand : 2

Ordinary : 3

Easy to understand : 4

Very easy to understand : 5

Question number 5.

Students' impression of learning speaking using sequenced pictures

Very unhelpful : 1

Unhelpful : 2

Ordinary : 3

Helpful : 4

Very helpful : 5

Question number 6.

The problems faced by students in learning speaking using sequenced pictures

Very hard to understand : 1

Hard to understand : 2

Ordinary : 3

Easy to understand : 4

Very easy to understand : 5

Question number 7.

The students' efforts to overcome the difficulties in learning speaking

Never practiced   : 1

Practice   : 2

Rarely practice   : 3

Often practice   : 4

Always practice   : 5

Question number 8.

The students' efforts to improve their speaking ability

Never practiced   : 1

Practice   : 2

Rarely practice   : 3

Often practice   : 4

Always practice   : 5

Question number 9.

The students motivation in learning English, especially for speaking

Very low   : 1

Low   : 2

moderate   : 3

Hight   : 4

Very high   : 5

Question number 10.

The environmental factors can affect and also can improve students' speaking ability

Strongly disagre : 1

Disagree   : 2

Doubtful   : 3

Agree   : 4

Strongly agree   : 5

Question number 11.

Internal factors like ourselves can affect the lack of motivation in learning English

Strongly disagre : 1

Disagree   : 2

Doubtful   : 3

Agree   : 4

Strongly agree   : 5

After scoring, the researcher analyze the questionnaire result and classified the students' answered, and then give scoring from each answered. Then, the researcher calculated the mean score. It could be calculated as below:

Formula of mean

$$\bar{X} = \frac{xi + x2 + x3 + x4 + x5}{n}$$

The results of mean score of student's perceptions then categorized into several categories. In this research, the researcher categorize the mean of student's perceptions into four categories. It could be seen as follows:

Table 2

The interpretation of student's perception

Interval score	category
$3{,}50 < \bar{X} \le 4{,}00$	Very good
$2{,}50 < \bar{X} \le 3{,}49$	Good
$2{,}49 < \bar{X} \le 1{,}50$	Pretty good
$1{,}49 < \bar{X} \le 1{,}00$	Not good

After determining the formula to categorize the mean of student's perceptions then the researcher calculated the mean score. The result of calculating the mean score of student's perceptions is presented as follows:

$$\bar{X} = \frac{xi + x2 + x3 + x4 + x5}{n}$$

$$= \frac{1+2+3+4+5}{5}$$

$$= \frac{15}{5}$$

$$= 3$$

Based on the results above, it was known that the mean score of students' perception in teaching speaking = 3,00 with the 31 respondent from X IPA 1 class of SMA Negeri 1 Petanahan. It showed that the mean score of student's perceptions of sequenced pictures in teaching speaking = 3 or $2,50 < \bar{X} \leq 3,49$. It could be concluded that the mean score of the student's perceptions of sequenced pictures in teaching speaking of X IPA 1 class was in the good category. Because the mean score of sequenced pictures in teaching speaking based on student's perceptions in the good category, so it can be said that sequenced pictures is effective in teaching speaking.

D. Discussion

The researcher had done the research through questionnaire and documentation. The researcher found out some results of the research in the process of using sequenced pictures in teaching speaking based on student's perceptions at the 10th grade students of SMA Negeri 1 Petanahan in the academic year of 2019/2020. After investigating the effectiveness of sequenced pictures in teaching speaking at the 10th grade students of SMA Negeri 1 Petanahan in the Academic Year of 2019/2020 Based on Students' Perception, the researcher used two instruments in collecting the data. They were questionnaire and documentation. The instruments of the research had been done to know the process of teaching-learning speaking using sequenced pictures based on student's perceptions.

After describing the effectiveness of sequenced pictures in teaching speaking at the 10th grade students of SMA Negeri 1 Petanahan based on students' perception, the researcher found some research findings to answer the

research problems. In general, it could be concluded that the effectivess of sequenced pictures in teaching speaking.

The researcher had done the research through questionnaire and documentation. The location of this research was SMA Negeri 1 Petanahan. The population of this research are all of the first grade students of SMA Negeri 1 Petanahan from 149 students. While the sample of this research is the students of X IPA 1 calss. The total number of this class are 31 students. The objective of this research is to analyze the effectiveness of sequenced pictures in teaching speaking based on students' perception. After investigating the effectiveness of sequenced pictures in teaching speaking, the researcher used two instruments in collecting the data. They were questionnaire and documentation.

The researcher employed the questionnaire to know the process during teaching speaking using sequenced pictures based on student's perceptions. Through implementing sequenced pictures in English teaching-learning process, it helped the students to get some benefits by it, such as make it easier for students to understand the material, interesting for students because through audio visual in the form of pictures. It seen there were 42% who answered easier to understand the material, while 19% who answered easy to produce an idea. It was related to the theory from Journal was written by Nuri Yanni Harahap.[47] Sequenced pictures could be helped the students to get an idea so the students not felt difficult to tell a story or dialogue. According to Iman, when the students observe pictures, they were able to speak more, interact with the pictures and their friends, made good relationships among paradoxes and build new ideas.[48]

The result of questionnaire, the student were fun and enjoy to learning by sequenced picture. It made the learning activity more interesting and not boring

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[47] Nuri Yanni Harahap, *The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability: A Study at the Eleventh Grade Students of MAN Sipagimbar*, (Journal Liner (Intelligene and Educational Research, ISSN. 2620-5599, 2014), page 137

[48] Jaya Nur Iman, *Using Pictures with Pictures Describing Technique to Improve the Speaking Achievement,* (Global Expert Journal Bahasa dan Sastra, Vol 5 No. 1, 2016), page 7

for the students so the students more active and enthusiasm. It seen there were 39 % who answered facilitated in learning process. It could be concluded that majority of students thought that sequenced pictures was suitable and could helped them in learning speaking. So, it made the students enjoy and interesting during learning activities. Iman said that picture is one of teaching media that can make the students enjoy the lesson.[49] We could find the pictures in many sources, such as newspaper, magazine, internet, book, etc, It because pictures was one of the way to explain a real situation and very simple.

In addition, the result of questionnaire showed that sequenced pictures was good and could improved students' motivation to learn English. It seen that there were 90% who answered high motivation, such as to be good English, become native speaker, around the world, can communicate with foreigner, etc. While there were 10% who answered low motivation, it was forced. This showed that mostly participant has a high motivation in learning speaking. It meant that most of students felt that sequenced pictures could be increased their motivation to study English. Based on the interview results with an English teacher, the researcher got information that all of the tenth grade students have average ability and the enthusiasm is high, because of zoning system. The zoning system makes the achievements of the school evenly distributed. According to Novianti at all, picture is a good media that can be used to motivate the students and provide the participants with practice in improving speaking skill.[50] It proved that sequenced pictures was good and it was suitable for learning activity in teaching-learning speaking.

Basedon the student's perceptions of sequenced pictures in teaching speaking could be helped in their speaking. It seen there were 24 students or 77% answered can helped them in learning speaking, for examples were easy to understand the material, produce an idea, etc. There were only 6% who

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[49] Jaya Nur Iman, *Using Pictures with Pictures Describing Technique to Improve the Speaking Achievement,* (Global Expert Journal Bahasa dan Sastra, Vol 5 No. 1, 2016), page 8

[50] Episiasi, Ardayati, and Sinta Novianti, *The Effectiveness of Using Pictures to Improve Students' Speaking Skill,* (SMART Journal, Vol.1, No. 2, 2015), page 94

answered cannot help in their speaking. This showed that sequenced pictures coud helped students in their speaking.

After conducting the research in SMA Negeri 1 Peanahan, we know. It was related to the study was written by Devina[51] showed that there was improvement on students' speaking skill after being taught through retelling story by using pictures series. Retelling story by using picture series could improve students' speaking skills in five aspects, pronunciation, grammar, vocabulary, fluency, and comprehension.Then, it was also related to the study was written by Rike,[52] showed that pictures series or sequenced pictures is effective to be applied in teaching speaking. Students' speaking skill was increased significantly in three aspects of micro skill; pronunciation, vocabulary, and grammar. In addition, there was also the study was written by Nurul[53] showed that by applying the Story Telling through Pictures series strategy was one of effective and interesting speaking teaching strategy that could improve the studens' speaking skillin case of pronunciation, vocabulary, and pronunciation.

John stated that sequenced pictures have been used as a starting point for writing exercises, but they were also very useful for focusing on specific language points or as material for speaking and listening activities.[54] Furthermore, sequenced pictures was a media which was suitable to applied in learning speaking process. It could be concluded that sequenced pictures was effective to be applied in teaching speaking.

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[51] Devina nizzu, *Improving Students' Speaking Skill ThroughRetelling Story by Using Picture Series at SMAN 7 Bandar lampung.* A Script. Bandar Lampung. University of Lampung, 2016. Page 3

[52] Rike Febrina, *The Use of Pictures series to Increase Students' Speaking Ability in Procedure Text at the Third Grade of SMPN 1 Gadingrejo.* Unpublished Script. Bandar Lampung. University of lampung, 2014.

[53] Nurul Aoliyah Rostam, *Using Story Telling with Pictures Series to Improve Students' Speaking skill at the 2nd Grade Students of SMAN Janeponto.* Script. Makassar. Muhammadiyah University of Makassar,2019. Page. 6

[54] John Corbett, *An Intercultural Approach to English Language Teaching,* (Australia:Multilingual Maters, 2003), page 201

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions and suggestions based on the findings in chapter IV.

A. Conclusions

Having conducted research at first grade students of SMA Negeri 1 Petanahan and analyzing the data it could be concluded that there was the effectiveness of sequenced pictures in teaching speaking based on student's perceptions at the 10th grade students of SMA Negeri 1 Petanahan. It could be supported based on the result of mean score. It showed that the mean score of student's perceptions of sequenced pictures in teaching speaking =3 or $2,50 < \bar{X} \leq 3,49$. It could be concluded that the mean score of the student's perceptions of sequenced pictures in teaching speaking of X IPA 1 class was in the good category. Because the mean score of sequenced pictures in teaching speaking based on student's perceptions in the good category, so it can be said that sequenced pictures is effective in teaching speaking.

B. Suggestions

Considering the result of the research, the researcher would like to give some suggestions:

1. For the teacher

   1) The teacher should give more opportunity to the students to speak up, and not only to build their confident, but also help the students to practice speaking using structure well.

   2) The teacher should provide the common vocabularies used in the picture and how to read that vocabulary with the pronunciation well.

2. For the students

   Through this research, the researcher expected that this study to be able to facilitate the students in learning speaking. Hopefully, this research will help the students to increase students' motivation to learn speaking.

3. For the Institute

For the institution, the researcher hopes that SMA Negeri 1 Petanahan being a favorite institution because of the best management for giving facilitation like computers and LCD in every class. The researcher hopes that it will help the teacher and student in the learning process

4. For the Next Researcher

This research had many lacks in many parts, therefore, the researcher suggests that the next researcher to do their best for research, considering the time especially an academic year in the institution, so that the thesis writing will ideally arrange and get the best finding of the Research.

C. Closing Words

Alhamdulillah Rabbil 'Alamin for all mercy Almighty Allah SWT, because of Him the writer has done to write this research in form a thesis. The writer realizes that this writing lack in many parts especially there are many miss spelling and grammar in this thesis. Meanwhile, the writer needed comment and suggestion for making a good thesis writing.

The writer also said thanks a lot for all the elements for helping this thesis writing write to be done. The many kinds of helping like giving ideas, time and material that they have given for the writers may Allah give back all the kindness.

Finally, the writer hopes that this thesis can be useful for others. Thanks

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