

**PICTURE STRIP STORY TECHNIQUE TO IMPROVE STUDENTS'
SPEAKING ABILITY**

Research Paper

Submitted to the English Education Department in a Partial Fulfillment of the
Requirements for *Sarjana Pendidikan* degree



Adzani Oktoisya Arya

1500904

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2020**

**PICTURE STRIP STORY TECHNIQUE TO IMPROVE STUDENTS'
SPEAKING ABILITY**

Oleh

ADZANI OKTOISYA ARYA

Skripsi ini diajukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Sastra

©ADZANI OKTOISYA ARYA 2020

UNIVERSITAS PENDIDIKAN INDONESIA

Januari 2020

Hak Cipta dilindungi undang-undang

Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis

PAGE OF APPROVAL

PICTURE STRIP STORY TECHNIQUE TO IMPROVE STUDENTS'
SPEAKING ABILITY

By:

Adzani Oktoisya Arya
1500904

Approved by

Main Supervisor

Co-Supervisor



Sri Harto, M.Pd.
NIP. 197205012006041004



Suharno, M.Pd
NIP. 197105312014091004

Head of Department of English Education
Faculty of Language and Literature Education
Indonesia University of Education

Wawan Gunawan, M.Ed, PhD.
NIP. 197209162000031001

PICTURE STRIP STORY TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY

Adzani Oktoisya Arya

Main Supervisor: Sri Harto, M.Pd.

Second Supervisor: Suharno, M.Pd.

Department of English Education, FPBS, Universitas Pendidikan Indonesia

adzanioktoisya@gmail.com

ABSTRACT

This study was aimed to investigate the outcomes of implementing picture strip story technique in narrative speaking and discover students' responses toward the implementation of picture strip story technique itself. The participants of this study were 32 students of one class in junior high school in Bandung. One group pre-test post-test was implemented as a research design. The data were collected by using two instruments; speaking assessment namely pre-test (before treatment) and post-test (after treatment) and students' interview. The results of the study showed that picture strip story technique has successfully improved ninth graders speaking ability which can be seen from the progress of decreasing students' speaking problems. The students' mean score of speaking assessment also increased from 72.28 in pre-test to 78.81 in post-test. In addition, based on the result of interview, the students showed positive and negative responses toward the implementation of picture strip story technique in learning narrative speaking.

Keywords: Picture Strip Story Technique, Speaking Ability, Narrative Text.

CONTENTS

STATEMENT OF AUTHORIZATION	i
PREFACE	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Research Questions	3
1.3 Aims of the Study	3
1.4 Significances of the Study.....	3
1.5 Scope of the Study	4
1.6 Clarification of Terms.....	4
1.7 Concluding Remarks.....	4
CHAPTER II THEORETICAL FOUNDATION.....	5
2.1 The Nature of Speaking	5
2.1.1 Definition of Speaking	5
2.1.2 Problems of Speaking in EFL Context.....	6
2.2 Narrative Text	7
2.3 Teaching Speaking	8
2.3.1 Principles for Teaching Speaking	10
2.4 Picture Strip Story Technique	11
2.4.1 Definition of Picture Strip Story Technique	11
2.4.2 The Role of Teachers within Picture Strip Story Technique	13
2.4.3 Advantages and Disadvantages of Picture Strip Story Technique	14
2.4.4 Procedures of Implementing Picture Strip Story Technique.....	16
2.5 Related Previous Studies.....	16
2.6 Concluding Remarks.....	18
CHAPTER III RESEARCH METHODOLOGY	19
3.1 Research Design.....	19

3.2	Variable.....	20
3.3	Research Hypothesis	20
3.4	Population and Sample.....	21
3.5	Data Collection	21
3.6	Research Procedure.....	22
3.6.1	Organizing Teaching Procedures	22
3.6.2	Administering Pilot Test	22
3.6.3	Administering Pre-Test	22
3.6.4	Giving Treatments.....	22
3.6.5	Administering Post-Test	23
3.6.6	Administering Interview	23
3.7	Data Analysis	25
3.7.1	Scoring Technique	25
3.7.2	Analysis of Data from Pilot Test.....	27
3.7.3	Normality Distribution Test	28
3.7.4	Analysis of Data from Pre-Test and Post-Test.....	29
3.7.5	Analysis of Data from Interview	30
3.8	Concluding Remarks.....	31
CHAPTER IV FINDINGS AND DISCUSSIONS.....		32
4.1	The Implementation and Outcomes of Picture Strip Story Technique	32
4.1.1	Pre-Test.....	32
4.1.2	The Implementation of Picture Strip Story Technique	37
4.1.3	Post-Test	40
4.2	Students' Responses towards Picture Strip Story Technique	45
4.2.1	Positive Responses.....	45
4.2.2	Negative Response.....	52
4.3	Concluding Remarks.....	53
CHAPTER V CONCLUSION AND SUGGESTIONS.....		54
5.1	Conclusion	54
5.2	Suggestions	56
REFERENCES.....		57

LIST OF TABLES

Table 1. Students' Interview	25
Table 2. Speaking Rubrics	26
Table 3. The Criteria of Coefficient Correlation	28
Table 4. The Criteria of Discrimination Index of Reliability	29
Table 5. The Result of Normality Test	30
Table 6. The Result of Dependent t-test	31
Table 7. Student's Difficulties in Pronunciation	33
Table 8. Student's Difficulties in Pronunciation	34
Table 9. Pre-Test Score	37
Table 10. Student's Improvement in Pronunciation	41
Table 11. Post-Test Score	44
Table 12. Pre-Test and Post-Test Score	44
Table 13. The Result of Dependent t-test	44

LIST OF FIGURES

Figure 1. Pre-Test and Post-Test Group Scheme	20
Figure 2. Research Hypothesis	21

REFERENCES

- Aalei. (2017). The effect of using communicative language teaching on developing English speaking and listening skills of Iranian secondary school students. *Journal of Applied Linguistics and Language Research*, 8(4), 256-266.
- Al Hosni, S. (2015). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22-30.
- Alja'arat, S. M. S., & Hasan, S. H. (2017). The influence of mother tongue on learning English language by Arab learners. *International Journal of Scientific and Research Publications*, 7(8), 31-37.
- Anderson, M. (2003). *Text types in English*. South Melbourne: McMillan Education Australia.
- Anggraini. (2018). Improving students' speaking skill through CLT an action research. *Wanastra*, 1, 17-23.
- Arikunto, S. (2006). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Arsyad, A. (2002). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Avraamidou, L., & Osborne, J. (2009). The role of narrative in communicating science. *International Journal of Science Education*, 31(12), 1683-1707.
- Baker, J., & Westrup, H. (2003). *Essential speaking skills: A handbook for English language teachers*. London: Continuum.
- Beckley, N. M. (2014). *Relationships between visual and written narratives in student engagement*. University of Iowa. Retrieved from <http://ir.uiowa.edu/etd/4574>.
- Breen, M. P. & Candlin, C. (1980). *The essentials of a communicative curriculum in language teaching*. University of Lancaster, Oxford University Press. Retrieved from https://www.academia.edu/1816848/The_essentials_of_a_communicative_curriculum_in_language_teaching.
- Brown, H. D. (2001). *Teaching by principle and interactive approach to language pedagogy*. New York: Longman Inc.
- Cahyono, B. Y., & Widiawati, U. (2006). The teaching of EFL speaking in the Indonesian context: The state of the art. *BAHASA DAN SENI*, 34(2), 269-292.

- Canning-Wilson, C. (1999). Using pictures in EFL and ESL classrooms. *Educational Resources Information Center (ERIC)*, 1-10.
- Condon, M., & Ruth-sahd, L. (2013). Responding to introverted and shy students: Best practice guidelines for educators and advisors. *Open Journal of Nursing*, 503-515.
- Cresswell, J. W. (2009). *Research design: Qualitative, Quantitative, and mixed method approaches (3rd edition)*. California: SAGE Publications, Inc.
- Derakhsan, A. (2016). Developing EFL learner's speaking ability, accuracy and fluency. *English Language and Literature Studies*, 6(2), 177-186.
- Diaab, S. (2016). Role of faulty instructional methods in Libyan EFL learners' speaking difficulties. *Procedia-Social and Behavioral Sciences*, 338-345.
- Doughty, C., & Pica, T. (1986). "Information gap" tasks, do they facilitate second language acquisition? *TESOL Quarterly*, 20, 305-25.
- Efrizal, D. (2012). Improving students' speaking through communicative language teaching method at Mts Ja-alhaq, Sentot Ali Basa Islamic boarding school of Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, 2(20), 127-134.
- Field, A. (2005). *Discovering statistic using SPSS for windows*. Wiltshire: The Cromwell Press Ltd.
- Fraenkel, J. R., & Wallen, N.E. (2012). *How to design and evaluate research in education (8th edition)*. New York: Mc.Graw-Hill.
- Freeman, D. L. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Ghauri, P., & Gronhaug, K. (2005). *Research methods in business studies – A practical guide (3rd edition)*. Prentice Hall
- Goodman, J. (2008). *Picture stories in the communicative classroom*. Retrieved from <https://www.teachingenglish.org.uk/article/picture-stories-communicative-classroom>
- Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. New York: Longman.
- Harmer, J. (2002). *The practice of English language teaching (fourth edition)*, Harlow: Longman.
- Huang, I. Y. (2008). Role play for ESL/EFL children in the English classroom. *The internet TESL Journal*, 2(2), 1-2.
- Huck, S. W. (2007). *Reading statistics and research*. Boston: Pearson Education, Inc.

- Humaera, I. (2015). Inhibition in speaking performance. *Langkawi, Journal of The Association for Arrabic and English*, 1(1), 31-50.
- Iranmanesh, Z. (2013). Narrative prose and its different types. *Journal of Languages and Cultures*, 4(8), 125-131.
- Katsara, O. (2015). Reaffirming the teacher role within the context of culturally responsive pedagogy: A case study and relevant issues. *ELTWO, National University of Singapore*, (7), 1-23.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *TESL Journal*, 12(11).
- Klasek, C. B. (1972). *International media in modern school*. London: Macmillan Press.
- Kosdian, O. (2016). Improving students' speaking skill by using picture strip story. *Indonesian EFL Journal*, 2(2), 100-109.
- Kothari, C. R. (2004). *Research methodology: Methods & technique*. New Delhi: New Age International.
- Krebt, D. M. (2017). The effectiveness of role-play techniques in teaching speaking for EFL college students. *Journal of Language and Research*. 8 (5), 863-870.
- Lambrou, M. (2013). Narrative text, and time: Telling the same story twice in the oral narrative reporting of 7/7. *Language and Literature*, 23(1), 32-48.
- Lan, L. (1994). Fluency and accuracy in spoken English - implication for classroom practice in bilingual context. *The English Teacher*, 23, 1-9.
- Liao, X. (2004). The need for communicative language teaching in China. *ELT Journal*, 58, 270-273. 10.1093/elt/58.3.270.
- Lightbrown, P., & Spada, N. (2006). *How languags are learned (3rd ed.)*. New York, NY: Oxford University Press.
- Long, M. H. & Porter, P. A. (1985). Groupwork, interlanguage talk, and second language acquisition. *TESOL Quarterly*, 19, 207-28.
- Lopez, C.L. (1984). *The Role of the Teacher in Today's Language classroom*. The English Language Teaching Forum Washington, USA.
- Mezrigui, Y. (2011). Communication difficulties in learners of English as a foreign language: Whys and ways out. *Linguistics. Université Rennes*, 2.
- Mulyadi, A. (2011). Cerita rakyat bangun budi luhur bangsa. *Kompas Regional*. Retrieved from <http://regional.kompas.com/read/2011/05/10/19100343/Cerita.Rakyat.Bangun.Budi.Luhur.Bangsa>

- Novianda. (2017). Teaching speaking by using picture strip stories. *English Education Journal (EEJ)*, 8(3), 386-403.
- Nurvitasari, H. (2014). Improving students' speaking ability by using picture: A classroom action research at the tenth grade students of SMA Negeri 3 Ketapang in the academic year 2013/2014. *West Kalimantan Scholars: Studies on English Language and Education*, 1(1), 18-37.
- Pasaribu, A. L. (2018). *The use of picture strip story in teaching speaking skill to the first grade students at SMKN 1 Maros*. Retrieved from <http://repositori.uin-alauddin.ac.id/12221/1/The%20use%20of%20picture%20strip%20story%20in%20teaching%20speaking%20skill%20to%20the%20first%20grade%20students%20at%20SMKN%201%20Maros.pdf>
- Portugal. (2017). Open activities with information gaps and role-plays in teaching oral expression in a foreign language. *Medellin Colombia*, 3(22), 404-425.
- Prawerti. (2015). The effectiveness of using strip stories technique in teaching speaking toward students' speaking achievement. *Universum Jurnal KeIslaman dan Kebudayaan*, 9(2), 255-264.
- Precosky, K. (2011). Language teachers and L2 learning motivation: To what extent can teachers improve levels of motivation? *Module 2 Assessment Task SLA*, 11(11).
- Prieto, J. E. (2008). The role of the teaching staff at present. Its educational and social function. *Foro de Educación: Sevilla*, 325-345. Retrieved from: <https://dialnet.unirioja.es/servlet/articulo?codigo=2907073>
- Priyana, J. (2008). *Interlanguage: English for senior high school XI*. Jakarta, ID: Pusat perbukuan, Dept. Pendidikan Nasional.
- Puegphrom, P. & Chiramanee, T., (2011). The effectiveness of implementing peer assessment on students' writing proficiency. In *Factors Affecting English Language Teaching and Learning*. Faculty of Liberal Art, Prince of Songkla University, pp. 1-17.
- Rahayu & Hanafi. (2016). The effect of using communicative language teaching on speaking ability. *Journal of English Language, Literature, and Teaching*, 1(2), 97-106.
- Richards, J. C. (2006). *Communicative language teaching today*. United States: Cambridge University Press.
- Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching*. New York: Cambridge University Press.
- Saputra, B. J. (2015). Communicative language teaching. *Premise Journal*, 1(4), 1-14.

- Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2), 261-277.
- Simion, M. O. (2012). The Importance of teaching English in the field of tourism in universities. *Annals of the Constantin Brancusi University of Targu Jiu, Economy Series*. ISSN 1844-7007.
- Sugiyono. (2011). *Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif)*. Bandung: Alfabeta.
- Spratt, M., Pulverness, A. & Williams, M. (2005). *The TKT (Teaching Knowledge Test) course*. United Kingdom: Cambridge University Press.
- Ur. (1996). *A course in language teaching: Practice and theory*. New York: Cambridge University Press.
- Wulandari, T.; Sukirlan, M.; & Ginting, R. (2014). Developing students' speaking ability by using picture strip story. *UNILA Journal of English Teaching*, 3(7).
- Wright. (2004). *Pictures for language learner*. Cambridge: Cambridge University Press.
- Yusuf, Q., & Zuraini. (2016). Challenges in teaching speaking to EFL learners. *English Education International Conference (EEIC) Reciprocal Graduate Research Symposium (RGRS) of the Consortium of Asia-Pacific Education*, 542-546.
- Yuwono, R. Y. (2013). Perancangan film animasi mitologi fumeripits sebagai preservasi budaya cerita prosa untuk remaja. *Mitologi Fumeripits*. Retrieved from <http://fumeripitsproject.tumblr.com/post/27262936908/perancangan-film-animasi-mitologifumeripits-sebagai>.
- Zainatuddar. (2015). Teaching speaking in English by using the picture series technique. *English Education Journal (EEJ)*, 6(4), 443-456.
- Zhang, S. (2009). The role of input, interaction, and output in the development of oral fluency. *English Language Teaching*, 2(4), 91-100.
- Zia, Z., & Sulan, N. (2015). EFL learners' levels of classroom performance anxieties and their causes in classroom speaking activities in Afghanistan. *International Journal of English and Education*, 4, 239-249.