CHAPTER TWO
LITERATURE REVIEW

2.1 Previous Study

The previous research is written to get an overview of the efficiency of Picture Series in English language teaching. The researcher references the following previous research in regards to using pictures series as a method to help students enhance their speaking skill.

The first research entitled "The Effect of Using Picture Series Toward Students' Speaking Skill at the Second Grade in MTSS Nagari Binjai". This research was conducted by Annisa et al. (2022). This research was conducted in the second grade of MTSS Nagari Binjai in academic year 2021/2022. The objective in this research is to determine the effect of using picture series on students' speaking skill. The researcher gathered the data through observation and interview. The participants of this research consist of 58 students of the second grade in MTSS Nagari Binjai. The result of this study showed that there was significant difference between experimental class and control class. From this research, researcher knows that picture series is good media in teaching English.

The second research entitled "Using Picture Series in Improving Students' Speaking Skill". This research was conducted by Indah sari et al (2019). This research was conducted in the second grade of SMPN 6 Garut in academic year 2019/2020. The objective in this research is to observe the use of picture series to improve the students' speaking ability. The instruments of the research are pre-test

and post-test. The participants of this research consist of 36 students of the second grade in SMPN 6 Garut. The result of this study showed that using picture series can improve students' speaking skill.

The third research entitled "The Effect of Using Picture Series on Students' Retelling Story". This research was conducted by Amelia (2019). This research was conducted in second grade in of SMA Muhammadiyah 8 Ciputat in academic year 2019/2020. The objective this research is to find the empirical evidence on the effect of using picture series on students' retelling story. The study followed a quasi-experimental design consisted of two different classes. The participants of this research consist of 50 students of the eleventh grade in SMA Muhammadiyah 8 Ciputat. The results of this quasi-experimental study showed that picture series was effective on students' retelling story in the eleventh grade of SMA Muhammadiyah 8 Ciputat in the academic year 2019/2020.

The next research entitled "The Influence of Problem Based Learning Model (PBL) Through Picture Series Media to Improve Students Speaking Ability Seen from Students Learning Style in English Lesson of XI Grade in SMA N 1 Sumber Cirebon". This research was conducted by Muhadharah et al (2017). This research was conducted eleventh grade in SMA N 1 Sumber Cirebon academic year 2017/2018. The objective this research is to analyze the effectiveness of PBL model through series of pictorial media in improving English Speaking ability seen from learning style of the students and to analyze the effectiveness of learning styles of the students in improving English speaking ability. The techniques of collecting

data were test and interview. The participants in this research consists of 60 students of eleventh grade in SMA N 1 Sumber Cirebon. The result of this study showed improvement of English speaking ability seen from students learning styles and the learning styles were effective to improve the English speaking ability of the students.

The last research entitled "Improving Speaking Ability by Using Picture Series" conducted by Lestari et al (2022). This research was conducted on the grade first students in MTS MUNIR ISMAIL in academic year 2020/2021. The design of the study is classroom action research (CAR). The objective this research to improve students' speaking ability through picture series. The participants in this research consists of 56 students. The result showed that employing picture series technique in teaching speaking, particularly in describing people, yielded positive result. The researcher might be able to help the pupils increase their speaking skills. Their comments indicated that they were interested in learning about subject of speaking since they found it simpler to communicate utilizing the picture series technique. Their average score is 74, based on the result of cycle 1. As a consequence of the second cycle, their average score is 81.

The studies that were described previously provided evidence that picture series can be an effective tool for assisting students in developing students' speaking skills. This research is similar to the previous studies in terms of teaching media used, that is picture series. However, the difference is on the subject of the research and the objective of present study. In this study, the researchers was focus on the

effectiveness of picture series in teaching of procedure text. Besides, this study was conducted to twelfth grade students at SMK Negeri 1 Terbanggi Besar.

2.2 Theoretical Framework

2.2.1 The Concept of Speaking

Speaking is the ability to speak which not only presupposes knowledge of the language buat also the ability to process information and language. According to Pouna (2018), Speaking is the delivery of language through the mouth. One of the major in English is speaking comparing with writing, listening and reading. Some learners get problem in productive skills especially in speaking English. It is because, the students must be involved with other, people can fairly sure that they in general way to suggest that speaker make a definite decision to talk someone. Speaking is a very important factor in learning English, good speaking will makeour English skills good too. According to Tarigan (2008), speaking is an activity of disclosure of ideas prepared according to the needs of listening or listeners. with the aim of communication awakening. Speaking is the second linguistic activity performed by humans after the first is the listening activity Nurgiantoro (2001). Speaking skills are the ability to compose sentences because communication occurs through sentences to display differences in behavior that vary from different societies by Saputra (2017).

According to Tridinanti (2019), speaking is a language skill that involves two or more people in two directions of communication in life. Thus, speaking is a language is the most important skill among all four language skills to be able to communicate well in this global world. Brown (2001) defined speaking as an

interactive process of making meaning that including, producing, receiving, and processing information. In line with Tridinanti (2019), she stated that speaking skills are one's important skill to improve English proficiency from the very beginning of language learning. In this modern era, communication skills play an important role and one must have mastery over these skills to achieve success in their respective fields. Therefore, several schools have implemented full English communication while learning English with the aim they are accustomed to communication.

In summary, from the explanation of some experts above it might be understood that speaking is one of the four skills that should be master. Speaking is one of four skills that are commonly present in every language. Speaking is a daily activity by humans to socialize and express their desires and needs. This skill has been taught to students. The students have been taught the way how to convey their idea accurately trough verbal communication and based on the fact for some case there are still many students that experience the difficulties in speaking English. Speaking includes the most dominant communication tool used by the public. By issuing certain sounds that have meaning then people will know what we want or show.

2.2.2 Aspects of Speaking

According to Arung (2016), there are some components of speaking. These components can be used as a measurement whether someone's speaking is good or not. According to Harmer (2001), speaking has many different aspects that including in two major categories namely accuracy and fluency. Accuracy is

involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. Fluency considered being the ability to keep going when speaking spontaneously. Moreover, accuracy is ability to produce correct sentences using correct grammar and vocabulary, and fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other word, the speaker can read, understand, and respond the language clearly and concisely while relating meaning and context. According to Harmer (2001), speaking is complex skill because concerned with five aspects of grammar, pronunciation, vocabulary, fluency, and comprehension. It is in line with Brown (2001) who stated that five aspects of speaking such as grammar, fluency, vocabulary, pronunciation, and comprehensibility are important components that must be paid attention if someone want to speak well. The five components of speaking that must be learned such as:

1. Grammar

In assent with Febria (2017), grammar is one of the rules that describe how people used a language. The purpose of grammar is to learned a correct way to gain expertise in language by oral written forms. Grammar is needed to arrange a correct sentence in conversation. According to Derakhsan et al (2016), grammar is a branch of linguistics study that deal with classes of words. A grammar plays a key role in learning the structure of English. But learning the accurate use of grammar is one thing, correctly using it in one's speech is another.

2. Fluency

The speaker may often have to search for a way to say, contribution maybe

limited to one or two simple saying. According to Arung (2016), fluency is the ability to use a language spontaneously and confidently without undue pauses a hesitation. Fluency is an aspect that influences very much the students' ability in speaking English. The teachers have to guide the students to develop to master in to be fluent in speaking. In this case the students can speak spontaneously by using a right language or the students do not use too many unnatural paused but succeed in conveying the general meaning and fair range of expression.

3. Vocabulary

In accordance with Schmit and Clapham (2001) vocabulary is an essential building block of language and it makes sense to be able to measure learners' knowledge and use of it. Vocabulary means the appropriate diction which is used in communication. Without vocabulary, learners can not communicate effectively or express their ideas through speaking.

4. Pronunciation

According with Rahmawati (2021), she stated that pronunciation is the way for students' clearer language when they speak. A speak who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

5. Comprehensibility

Comprehensibility is the process understanding of the utterances send by the speaker done by listener. Comprehensibility is generally intelligible, oral or written language that is easily understood. Comprehensibility is mind, act power of understanding exercise aimed in improving is testing ones. In other word, the lower comprehensibility of a speech it is more difficult the speech to understand.

Based on several explanations about speaking above, the researcher can conclude that speaking is one of the most important and primary language skills also as the first way to communicate with people in other countries. For this study, researcher used aspects of speaking based on Brown (2001), including grammar, fluency, vocabulary, pronunciation and comprehension.

2.2.3 Speaking Objectives

To build a good communication with other people the ability to speak is very needed. With good speaking skills, the interaction that occur will go well. The ability to speak well can be used for many things. As claimed by Richards (2008), there are three major functions of speaking: speaking as interaction, transaction, and performance:

1. Speaking as interaction

In daily lives, people use speaking to interact with other people. When someone meets other people they will exchange greetings, make small talk, share their experiences and so on. When someone talks with other people and exchanges information, they will speak in a language that is relaxed and comfortable. This happens because they want to build a comfortable interaction has several main characteristics as follows: identity, understanding conversational conventions, reflecting the speaker's identity, understanding conversational conventions, reflecting the level of politeness, using many generic words, being constructed together.

2. Speaking as transaction

A transaction is an interaction that focuses on getting something done, rather than maintaining social interaction. As regard to speaking types, beside recognizing interactional speaking as medium for maintaining social relationships between the participants, also need to recognize transactional speaking as a medium for transaction message being spoken.

3. Speaking as performance

This refers to public that transmits information before audience, such as classroom presentation, public announcement, and speeches. The main feature of talk as performance are: describing something, asking questions, confirming information, making suggestion, clarifying understanding, etc.

Based on the explanation above, the researcher conclude that speaking has many objectives that very important in life. The ability to speak with good command but not necessarily perfect intonation, vocabulary, and grammar, the ability to communicate ideas effectively and the ability to produce continuous speech without generating comprehension difficulty or loss of communication.

2.2.4 English Teaching Instructional Media

Media is an important element in teaching and learning process. Media is needed as a support for teaching and learning activities to be more optimal. Learning by using the right learning media will help students understand the material taught by the teacher. It is supported by Handayani (2019), who stated one of the main

functions of the media is a tool for learning to teach that influences the conditions and learning environment organized and created by the teacher in the process of learning. In agreement with Wati (2019), media as supporting system for teacher that can help the teacher to teach the students easily. It can create the teaching-learning process more interesting. The teacher may prepare several media such as laptop, projector, and loud speaker. One of the media that teachers can use to support English teaching learning process is instructional media.

The use of instructional media in teaching and learning process can increase new desire and interest, increase motivation and stimulation of learning activities, and also bring psychological influences toward students (Hamalik in Arsyad, 2007). The use of instructional media at the learning orientation stage will greatly help the effectiveness of learning process and delivering messages and the contain of the material at that time. Besides increasing motivation and interest of students, instructional media can also help students to increase their comprehension, present data interestingly and reliable, facilitate data interpretation and compress information.

Commonly, there were three kinds of instructional media, they are: audio, visual and audio-visual media. For teachers' media had function as helper, supporter, and mediator in teaching learning process. In using the media, teacher could achieve the effectiveness, communicative condition especially in teaching English. Three kinds of instructional media according from Al-Qarni (2015) such as:

1. Audio Media

Audio media is a media that is useful because of its sounds. The examples of audio media are radio, tape, or compact disc.

2. Visual media

Visual media is a media that is useful because of its pictures. It is to distribute the massage from the sources to the receiver. The examples of visual media are picture/photo, sketch, diagram, chart, cartoon, map, globe, flannel board.

3. Audio-Visual

Audio visual media is a medium that is useful because collaborate of sound and picture. Television (TV) and video are the example of this kind of media.

In teaching learning process, media help teachers and their study activities, according to Al-Qarni (2015) there are some functions of media in teaching learning process:

1. The teaching learning process will increase students' attention because there are media that make teaching learning situation more fun and interest. Moreover, teaching would be more variety it is not only limited on teacher instruction, so this way the student does not feel bored.

2. The meaning of the material that be taught is easy to understand and it also makes the purpose of teaching very well.

3. The students are more diligent to study because they are not only listening from the teacher's explanation but students also do the other activities observe, to demonstrate, and other.

In this research, the researcher takes one kinds of media, namely visual media. One of the examples of visual media is using picture. For this research, picture series is chosen as media by the teacher to guide the students when learning to speak English.

2.2.5 The Concept of Picture Series

In foreign language teaching, picture series are perceived as a beneficial media for improving students' comprehension among those with insufficient English proficiency. According to Metiawati in Nurkamri (2014), picture series is a number of related combined linked to the form of series. Zulkifli (2016) describes that picture seriesare a series of three to six picture conveying a story arc, might serve as a good stimulant for speaking. Picture series is an art which is used to draw unmovable goods if they are arranged well. Picture series is one of visual media that are very useful in teaching speaking. It has many benefits whether for students or the teacher.

According to Yudiati (2011) Picture series helps the students to develop their imagination. When picture series is used to teach speaking, the students can develop their ideas, making it easier for them to construct the concept of the story that will be spoken. As the result, the students will enjoy the teaching learning process when the teacher uses picture series because it is more interesting. Harmer (2004) adds that pictures are often used to presents situations to help students work with grammar and vocabulary. It is enjoyable for students because it encourages activity in guessing the messages from the picture based

on their imagination. Picture series are arranged as media to help students express their ideas and feelings fluently. According to Muna (2016) picture series is a series of picture that capture the important event and put it together in sequence as represent of the whole. Picture series intended to help the students to develop their imagination.

Specifically, picture series contribute as a visual to take interest and motivation of students, a sense of the context of the language, and a specific reference point or stimulus. From the explanation above, it can be concluded that picture series is one of the media that can be used to teach students to spoken procedure text. It has many benefits, whether for the students or the teacher. Picture series help the students in practicing and acquiring speaking skills. It supports the students in mastering some elements in speaking. Meanwhile, for the teacher, picture series serves as the media to help the teacher in conducting the teaching process in speaking class.
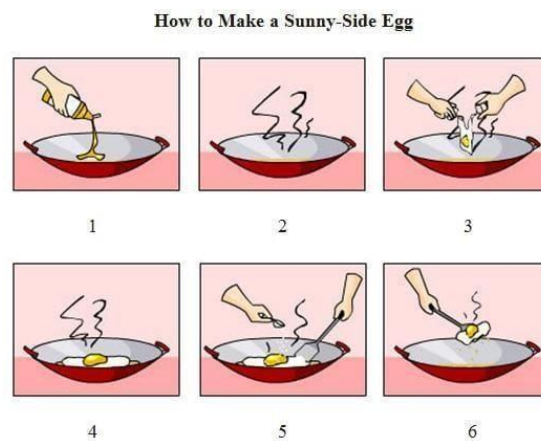
How to Make a Sunny-Side Egg

Figure 2. 1 Example Picture Series

2.2.6 Teaching Speaking Using Picture Series

English teacher must have the ability to make an interesting class. Using picture series is one of the ways to explain a real situation. It is one of media that can make the students enjoy the lesson. Harmer (2001), states that to facilitate learning, teacher can use pictures to illustrate specific lessons topic, especially in explaining learning process. Nizzu (2016) defined the benefit of teaching using picture series as follows:

1. Picture series can help students understand something happens in sequence since picture can represent place, object, people, etc.

2. Picture series can guide students on vocabulary and organization.

3. Picture series can visualize information brought by the teacher, information that is brought by teacher can be easily understand by students if it is shown in picture so what the students listen is also seen. The students' memory about the information will be stronger.

According to Anggraini, Yasin, Radjab (2014), the accomplishment of teaching and learning activities is mostly influenced by aspects related to the teaching and learning process, such as teachers, classroom management, teaching aids, the employment of media. Thes peaking product should exceed certain quality standards. The speaking product should exceed certain quality standards. However, the speaking process is not linear. There are several methods in teaching speaking. Pictures as media of teaching are the best-known visual aids. Nizzu (2016) lists a procedures of teaching speaking with procedure text through picture series. Procedure of using picture series in the class is divided into three

terms. They are pre-activity, main-activity, and post-activity. According to Nizzu (2016), here are the procedures of teaching speaking through picture series.

1. **Pre-activities**

a. Teacher greets the students

b. Teacher gives the question or brainstorming to the students related topic they are going.

c. Teacher gives a chance for students to share their ideas.

2. **Main-activities**

a. Teacher informs the students what they should do.

b. Teacher asks students to listen the explaining the text that is being told by the teacher.

c. Teacher explaining the text to the students by using picture.

d. The teacher asks several questions related to the activities they have to do it after listening to the explanation.

e. The teacher retells the procedure text once again so that the students are able to do it to explain again.

f. The teacher asks students to retell the procedural text that has been discussed teacher.

g. The teacher asks several students to come forward and retell the text procedure after listening to their friend.

3. **Post-activities**

a. Teacher gives comment and explain necessary things.

b. Teacher gives a chance to students to ask question about the material.

c. Teacher asks students about the lesson and the problem during the lesson.

d. Teacher closes the class by greeting.

2.2.7 Advantages and Disadvantages of Picture Series

Using picture series in teaching speaking effectively improves the quality of the learning environment. The teacher needs to consider using picture series as media teaching. According to Lidyawati and Nirwanto (2016), picture series as visual media have some advantages and disadvantages.

a. The advantages of picture series

The use of picture series in teaching offers some advantages for the students as follow:

1. Students can easily compose a story because pictures serie gives them an illustration.

2. Students will feel relax in composing the story.

3. Students can be confidence to create the story without any force.

4. Students can comprehend the abstract topic into more concrete

5. Students can get clues in developing their ideas

b. Disadvantages of picture series

Beside the advantages, picture series also has some disadvantages as follows:

1. Picture series is on the small size, it is very limited for big audience.

2. Picture series restrict the initiative of students.

3. Students only can see picture series from one sight.

The preceding definition of picture series clarifies the concept that picture series is a sequence of pictures or series of pictures that used to help students in visualizing abstract ideas. Picture will make the lesson more valuable and could make the students enjoy the speaking activity because by using picture series, the students can get ideas easily. However, the teacher needs to be more creative in using picture series because picture series as two-dimensional pictures also have some limitations.

2.2.8 The Concept of Procedure Text

Procedure text is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series and explain or helps us how to make or use something. According to Stayi'I, et al (2007), states very common kind of process or procedure of explanation is when one describes how to do something or how something works. It can refer, procedure text begins with the goal of the task. Procedural text such as instructions like recipes and directions to telling someone how to do something, to operate something.

In addition, procedure text is one of the text where students must learn at the vocational school level based on the subject in the 2013 Curriculum book. To arrange a good procedure text, there are three things to be followed, they are generic structure of procedure text, purpose of procedure text, language feature of procedure text. According to Ruswinarsih (2015), generic

structures can be seen in the explanation below:

1. **Generic structure**

a. Goal/Aim

This text contains about purpose of making or operating of something.

b. Materials/Equipment

Material consists of ingredients that are used in making something. But not all parts of procedure text including materials, sometimes a procedure text does not have material section.

c. Steps/Methods

Contains the steps or sequences that must be done so that the objectives outlined in the aim/goal to be achieved. Steps or sequences must be a sequence from first to the last.

2. **Purpose**

The purpose of procedure text is to tell the reader how to do or something. The information is presented in a logical sequence of events whichis broken up into small sequenced steps. These texts are usually written in the present tense. The most common example of a procedure text is recipe.

3. **Characteristics Procedure Text**

a. Using imperative sentence patters (Command), for example. Cut, do not mix, and so on.

b. Using active verb, such as turn, put do, mix, etc.

c. Using connectives (conjunction) to sort of activities, such as then, while, etc.

d. Using adverbials (adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc.

e. Using simple present tense.

4. Example of Procedure Tex.

Figure 2. 2 Example of Procedure Text

2.2.9 Hypothesis

This research applied two kinds of hypothesis as follows:

Ha   : There is a significant effect on students' speaking skill at SMKN 1 Terbanggi Besar after being taught by using picture series.

H_0 : There is no significant effect on students' speaking skill at SMKN 1 Terbanggi Besar after being taught by picture series.