

TEACHING SPEAKING BY USING PICTURE STRIP STORIES

By
Reza Novianda¹

Syiah Kuala University, Banda Aceh

ABSTRACT

This study was aimed to find out whether picture strip stories used as CLT (Communicative Language Teaching) could significantly help students develop their speaking skills, and also to find out which speaking sub-skills could be better taught by using picture strip stories. This study used a true experimental research design with quantitative and qualitative methods. It had an experimental group (EG) which was taught by using picture strip stories and a control group (CG) which was taught by using a typical speaking drill technique. The subjects of the study were classes VIII.1 and VIII.2 in the second grade at middle school, MTsN Model Gandapura, with 30 students in each class. The instrument used was a speaking test sheet. The collected data was analyzed using SPSS. The findings showed that using picture strip stories in teaching speaking significantly improved the EG students' speaking scores. The EG average pre-test score was 60 and for the CG it was 52 while the EG mean post-test score was 80 and for the CG it was 66. The students' speaking ability in both groups was significantly different as indicated by the t-test ($t_{\text{obtain}} (6.79) > t_{\text{table}} (2.00)$). This showed that the students who were taught speaking by using the picture strip story technique improved significantly more in speaking than those who were taught by using the drill technique. Besides, the findings from the study showed that five speaking sub-skills, viz: pronunciation, grammar, vocabulary, fluency, and comprehensibility, were all better taught by using picture strip stories.

Keywords: *Speaking, Picture Strip Stories, Speaking Sub-skills.*

¹ Corresponding author: noviandareza@gmail.com

INTRODUCTION

The aim of learning English in Indonesia is to be able to use it for communication. Language is not a set of rules, meaning that teaching English is done to prepare students to use English in daily life, e.g. to have communicative competence. The aim of teaching speaking is to train the students to be able to have meaningful and contextual communicative skills in real life situations as stated in the syllabus, (KTSP) for Junior High School:

Agar peserta didik memiliki kompetensi minimal yakni: mampu mengungkapkan makna dalam percakapan transaksional dan interpersonal serta mampu mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk **narrative, procedure, spoof, recount, report, and descriptive**, dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari (BSNP, 2006, p. 125).

“Junior high school students are expected to be able to express transactional and interpersonal meanings or spoken monologue and communication in such genres as narrative, procedure, spoof, recount, report, and descriptive using a variety of spoken language accurately, fluently and acceptably to interact in the context of daily life” (BSNP, 2006, p. 125).

In Madrasah Tsanawiyah (MTs) standard competency of speaking skills, the students are expected (BSNP, 2006, pp. 128-129):

1. To have meaningful simple transactional conversations (to get things done) and interpersonal conversations (socialization) accurately and fluently and acceptably, to interact with those in close surroundings which involves: asking for and giving service, asking for and giving things and asking for and giving information (facts).
2. To utter meaning in simple transactional conversation (to get things done) and interpersonal conversation (socialization) using various spoken language accurately and fluently, and to interact in a close surrounding which involves: asking for and giving opinions, stating likes and dislikes, asking for clarification and responding interpersonally.

The curriculum expects that these objectives will be met after the teaching-learning process, whereby the students will be able to comprehensively express meanings in English spoken language in close surroundings accurately and fluently.

The speaking activity required for oral communication is designed to activate the spoken communication, students are expected to actually do things with language and it is the “doing” that should be the main focus of such sessions. Unfortunately, in reality it is that the students in school today are still reluctant to perform oral communication in English (Burnkart, 1998).

This study obtained data on the students’ speaking abilities and the processes used for teaching speaking at MTsN Model Gandapura. Beforehand, some observations were made in March 2013 and also the English teachers at the school was interviewed. It was observed that there were many inactive students not participating in the classroom speaking activities and that the classroom activities were teacher-centered. The students were seen to be passive in the teaching-learning process. The results from the observations showed that there was a need for improvement in the students’ speaking skills. This was substantiated by the students’ scores, in which only 40% of the students had scores higher than or equal to the minimum standard criteria (KKM) set by the school, which was 70.

A language lesson consists of a sequence of activities that lead to the lesson goals or objectives. A lesson is normally devoted to more than one type of activity and the teacher often has a “script” or preferred sequence that she follows when teaching a particular lesson. Ideally, the sequence of activities will leave the students feeling that they have successfully achieved the goal for the lesson (Richards & Bohlke, 2011, p. 3). Because of that, the teacher should strive to provide an appropriate and stimulating teaching-learning experience with a context and situation which will lead to student success.

Communicative Language Teaching (CLT) can help the students to develop an appropriate English context (Richards, 2006). This methodology is learner-centered with emphasis on communications in real-life situations. In CLT, students can practice everyday situations in real daily life.

There are several methods for teaching English that can help the teacher to build or create situations where language is used actively.

To gain success in teaching speaking skills, the writer decided to try the use of Picture Strip Stories in CLT as one of the methods to boost his students' speaking skills in class. Activities in CLT typically involve students in real or realistic communications, where the successful achievement of the communicative task that they are performing is at least as important as the accuracy of their language use (Harmer, 2002, p. 69).

The Picture Strip Story technique relies heavily on visual aids to convey ideas. By working in groups, the students can negotiate meanings and verbalize to support their own ideas in role play. During the role play, the students perform, using their English speaking ability in relation to the material/visual aids as their task. The purposes of combining the different techniques are to get the students to inform, persuade and entertain with little verbal participation from the teacher. When using the Picture Strip Stories for CLT, the teacher plans and delivers an oral presentation in a manner that allows much participation from the students and helps direct them towards the desired learning outcomes (Richards, 2006, p. 20).

Research Questions

1. To what extent can the use of picture strip stories help students enhance their speaking abilities?
2. In what sub-skills of speaking will the students perform better after being taught by using picture strip stories?

Research Objectives

1. To find out whether using the picture strip story technique with CLT will significantly help students develop their speaking ability.
2. To find out what aspects of speaking the students will perform better if any, after being taught using picture strip stories as CLT.

LITERATURE REVIEW

Definition of Speaking

According to Chaney and Burke (1998) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a skill used by

people for daily life communication whether at school or outside of school. At school, students get new L2 communication skills to use for a variety of increasingly complex purposes. For example, socially, they learn different ways to ask questions probingly or indirectly, perhaps. They learn to persuade others, be it threateningly, charmingly, or through appeals to reason. They develop L2 competence for sending and receiving messages.

In addition, speaking is an essential tool for communicating, thinking, and learning. Oral language is a powerful learning tool. It shapes, modifies, extends, and organizes thought. Oral language is the foundation of all language development and, therefore, the foundation for most learning (Kirkland & Petterson, 2005, p. 3).

Additionally, speaking is a vehicle to link individuals to society with interactive processes of constructing meaning that involves producing, receiving and processing information. L2 verbal exchanges by students with their peers, their teachers and others can help them come to know the world in more personal and socially responsible ways. When students talk about their ideas, they clarify their thinking. They can figure out what they believe in and where they stand on issues (Kayi, 2006, p. 1).

From the above definitions, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain. The basic assumption in any oral interaction is that the speaker wants to communicate ideas, feelings, attitudes, and information to the listener. Speaking is a tool in everyday life to deliver intention.

Generally, language learners need to recognize that speaking involves three areas of knowledge (Burnkart, 1998):

- Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is

speaking to whom, in what circumstances, about what, and for what reason.

Speaking provides opportunities for student's to use oral language in communication, for processing the negotiation of meaning and for extending conversation exchange. In other words, speaking means that between the speaker and the interlocutor, there should be an understanding of each other about the topic that they are talking about or discussing so that the conversation can run smoothly. In relation to the theory of speaking (Nunan, 1999, p. 39) supports the concept of speaking that for many people, the mastery of speaking is the most important aspect in learning a second or foreign language. This means that people/students must use every effort to comprehend and produce meaningful spoken L2 language.

The Aspects of Speaking Ability

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

1. Pronunciation includes the segmental features of vowels, consonants, stress, accent and intonation patterns. The speaker is required to pronounce English words correctly (Brown, 2000, p. 267).
2. Accuracy, involving the correct use of vocabulary, grammar, collocation and pronunciation practiced through controlled and guided activities. The speaker should articulate words clearly and be grammatically and phonologically correct with acceptable collocations (Brown, 2000, p. 267).
3. Fluency, considered to be 'the ability to keep going when speaking spontaneously'. The speaker should utter words naturally (Brown, 2000, p. 267).
4. Comprehensible in brief speaking requires not only knowing how to say it well but also understanding when, what, and why to say it.

Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, many English language teachers have taught speaking just as a repetition of drills or memorization of dialogues (Brown, 2007). However, today the goal of teaching speaking should be to improve students' speaking skills. Only in that way can students learn to express themselves and

learn how to follow the social and cultural rules appropriate in each communicative circumstance (Harmer, 2002; Pachler & Field, 2001).

Definition of a Picture Strip Story

According to Freemans (2000, p. 129) many teaching-learning activities can be done with picture strip stories; one of them is by giving a small group a strip story. A student in the group will then show the first picture of the story to the other members of her group and ask them to predict what the second picture is like. This activity is an example of using a strip story to conduct a problem-solving task as a communicative technique. They can be structured so that students share information or work together to arrive at a solution. This gives students practice in negotiating meaning. In short, a picture strip story is a series of pictures that have a story sequence, that are designed to be read as a narrative or as a chronicle in sequence. Teachers can use picture strip stories as visual aids to help students improve their speaking skills. This aid is useful to help make students find it easy to talk about something.

Another example of picture strip story implementation is provided by Allen and Valetta (1977, p. 240), who use picture strip story activity with short stories or anecdotes which have exactly the same number of sentences as there are students in the class or group. Each sentence is written on a separate strip of paper, if the same story is used with several classes, the sentences may be typed on a computer, printed, photocopied and then cut into strips. One strip is given at random to each student in the class or group. Each student must memorize the sentence of his or her strip. Then the strips are collected. The students move around, speaking only the target language, and ask each other questions until they have reconstituted the whole of the original story. The teacher's role is merely that of a facilitator; it is recommended that the teacher remain silent during the reconstruction activity.

Gibson (1975) has stated that the procedure for a picture strip story consists of breaking down a story sentence by sentence and putting each sentence on a separate strip of paper. These sentences are then randomly distributed to each student. The students' task then is to orally communicate the contents of their strips to the others in the class and to orally re-assemble the story by putting the sentences of the story into a logical sequence.

From the definitions above, the researcher concluded that a picture strip story is an attempt to teach something in the form of a story with sequential sentences or pictures that have been found to be effective in teaching speaking to students.

The Advantages and Disadvantages of Using Picture Strip Stories

According to Vernon, Gerlach and Donald (1980, p. 277) “using picture strip stories in teaching has advantages and disadvantages”. Some advantages of using picture strip stories in teaching-learning processes are:

- They are inexpensive and widely available.
- They provide common experiences for an entire group.
- The visual details make it possible to study the subject clearly.
- They offer a stimulus to further study because research shows that visual evidence is a powerful tool.
- They help to focus attention and to develop critical judgment.
- They are easily manipulated.

Besides these advantages, some disadvantages of picture strip stories when used in teaching and learning speaking are set out below (Vernon, Gerlach & Donald, 1980, p. 277):

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

To overcome these problems, the specific techniques teachers employ in their local contexts needs to be well understood, as well as the strategies used when encountering difficulties or challenges during the application of techniques. They should manage their classrooms to create a conducive learning environment, change or rotate seating, enhance student's confidence, engage students' attention and participation, and work with isolated groups and occasionally use the L1 in the classroom if the students have too much difficulty in understanding the task in the L2, target language.

RESEARCH METHODOLOGY

This study was conducted with the second year (grade 8) students from middle school MTsN Model Gandapura. Two classes, each with 30 students were taken as the sample for this study. They were selected by using a stratified random sampling technique. One, class VIII.1 was chosen as the experimental group (EG) which was taught speaking by using the picture strip story technique whereas, class VIII.2 was chosen as the control group (CG) which was taught speaking by using the standard drill technique. Data was collected in both quantitative and qualitative form, the quantitative data were obtained from the students' pre-test and post-test scores while the qualitative data was obtained from a questionnaire given to the EG.

An oral pre-test was given to both groups. The students were asked to create a dialogue in pairs. The dialogue was created based on clues given by the teacher. They had fifteen minutes to prepare the dialogue, and five minutes to perform it in front of the class.

The students in the EG were taught speaking by using the picture series technique, while the CG were taught speaking by using the drill technique. After five treatment meetings, both groups were given a post-test to find out the students' speaking ability after the teaching-learning processes had been held. The data obtained were analyzed by using SPSS.

To find out whether the data set had normal distribution, the *Kolmogorov-smirnov* test was used. While the *Levene* test was used to test the homogeneity of the scores from the EG and the CG. To find out whether the difference in achievement between the pre-test and the post-test was significant for both the EG and the CG, a *paired independent*) *t*-test was used.

FINDINGS AND DISCUSSIONS

Table 1. Summary of t-test Results from Pre-tests of both Groups

Group Statistics		N	Mean	Std. Deviation	Std. Error Mean
Pre	EG	30	54.93	9.18	1.67
Test	CG	30	51.70	10.31	1.88

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre Test	Equal variances assumed	.64	.42	1.28	58	.20	3.23	2.52	-1.81	8.28
	Equal variances not assumed			1.28	57	.20	3.23	2.52	-1.82	8.28

Table 1 above shows that t_{obtain} of both pre-test of the experimental and the control group was 1.28. The t_{table} for $df=58$ at the level of significance 5% ($\alpha = 0.05$) was 2.00. The result shows that $t_{\text{obtain}} < t_{\text{table}}$ that is $1.28 < 2.00$, so H_0 is accepted in which students who were to be taught speaking through the Picture Strip Story technique achieved a similar performance with the students who were to be taught speaking through the drill technique. This means that there was no significant difference in the pre-test results from the students in the EG and the CG.

Table 2. Summary of t-test Result from the Post-tests of both Groups.

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
PostTest	EG	30	80	7.7	1.41
	CG	30	66	8.1	1.49

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PostTest	Equal variances assumed	.55	.46	6.79	58.00	.00	13.97	2.06	9.85	18.08
	Equal variances not assumed			6.79	57.80	.00	13.97	2.06	9.85	18.08

Table 2 above shows that t_{obtain} from both post-tests, EG and CG was 6.79. The t_{table} for $df = 58$ at the level of significance 5% ($\alpha = 0.05$) was 2.00. The result shows that $t_{\text{obtain}} > t_{\text{table}}$ that is $6.79 > 2.00$, so H_a is accepted in which students who were taught speaking through the Picture Strip Story achieved a better performance than the students who were taught speaking through the drill technique.

Thus there was a significant difference in achievement between the students in the EG and those in the CG.

Based on the t-test result from the pre-test, it can be seen that there was no significant difference in achievement between the students in the EG and the CG. Meanwhile, the t-test result from the post-test shows that there was a significant difference in the students' achievements between the students in the EG and those in the CG.

The speaking sub skills evaluated were: pronunciation, grammar, vocabulary, fluency, comprehensibility and task. The data from the students' scores for each aspect of speaking has been arranged systematically. The EG students' average scores for each aspect for both the pre-tests and the post-tests are presented in Figure 1 which shows the increases in the students' average scores from the pre-test to the post-test for each aspect of speaking.

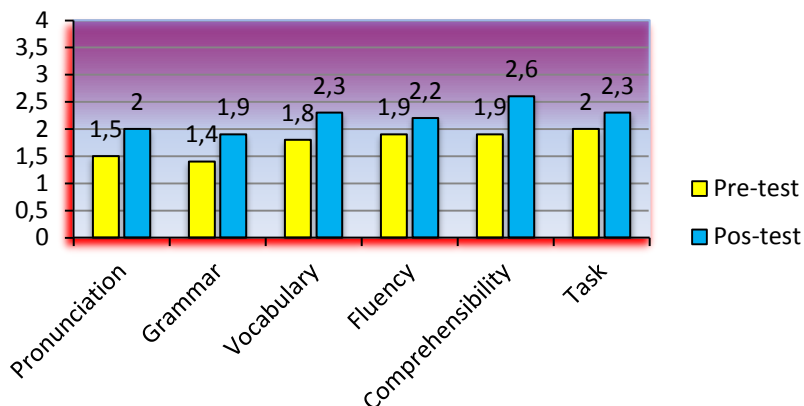


Figure 1. EG Scores from Pre-Tests and Post-Tests

Based on Figure 1, it can be seen that for the EG each aspect of speaking has improved from the pre-test to the post-test. The improvement in each aspect was 0.5 for pronunciation, 0.5 for grammar, 0.5 for vocabulary, 0.3 for fluency, 0.8 for comprehensibility, and 0.3 for task, so, it can be seen that comprehensibility improved more by being taught using the Picture Strip Story technique than any of the other speaking sub skills, whilst the overall improvement for all sub-skills was 23%.

Discussion

After calculating the mean scores for the pre-tests from both the EG and the CG, the difference between these two mean scores was compared using an independent sample t-test. The mean of the pre-test scores from the EG was 55, while the mean from the CG was 52. After the mean score of these two groups were compared through an independent sample t-test as shown in table 4.4 the result of the t-test was 1.28 while the result from the t-table at a confidence level of 0.05 was 2.00, thus $t\text{-obtain} (1.28) < t\text{-table} (2.00)$. This means that there was no significant difference in ability at the pre-test stage between the students in the EG and those in the CG.

The same procedure was followed with the post-test scores. Thus the mean post-test score for the EG was 80 while for the CG it was only 66. When the two means are compared through the independent sample t-test as shown in table 4.8, it was shown the result of the t-test was 6.79, while the result of t-table at confidence level of 0.05 was 2.00, thus $t\text{-obtain} (6.79) > t\text{-table} (2.00)$. So it can be seen that the differences between the two means was significant since the t-test exceeded the t-table. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted which means that the students who were taught by using Picture Strip Story as CLT performed better in English speaking than those who were taught in the traditional way. Furthermore, a paired t-test was also done to compare the differences between the scores from the CG and the EG before and after the treatments. It was also done to find out the effect of the Picture Strip Story on improving the EG students' speaking skills after they had studied with the Picture Strip Story. The results showed that there was a significant improvement between the EG students' pre-test and post-test scores. Thus, the Picture Strip Story treatment resulted in a significant improvement in the EG students' speaking skills which means that speaking skills are better taught by using Picture Strip Story technique than by the traditional technique.

Besides the test results, the effectiveness of the Picture Strip Story for teaching speaking was also found during the teaching-learning processes. The students enjoyed the atmosphere of the speaking classroom more because they were motivated to speak within their groups. They did not feel anxious, so they could speak confidently. Their pronunciation improved through practicing intensively. The students in the EG had more improvement in their

speaking skills including fluency, pronunciation, grammar, vocabulary, accuracy and comprehension. Based on the data, comprehension improved the most when teaching-learning speaking using the Picture Strip Story technique. Based on the researcher's observations, this was seen to be due to better understanding of statements when spoken in normal speech and the used of appropriate vocabulary for communication amongst the groups.

The obstacles that the researcher faced while teaching using Picture Strip story combined with pair work and role play activities were problems with pairing, noise and students' participation. Noise occurred when the students were working in pairs and participating in role play. To overcome the noise in the class, the researcher made some rules. First, the researcher gave the students a time-limit to finish their tasks (without reducing the students' chances to explore and explain material). Second, the researcher reminded them not to waste time; to make class study time efficient. Every time the students got too noisy, the researcher reminded them to bring the noise level down. Certainly, the researcher had to control the class actively.

Another problem was the pairing of students. Students who were stronger in English dominated the work and especially the conversations, this made their partners bored and unmotivated. Over-enthusiastic participators are generally the brighter students and some tended to make their partners feel incompetent. Pairs of students who were both weak also did not show much progress since most of the time, they remained quiet during the task sessions. This was due to the fact that both had difficulty in speaking. Therefore, during the treatment, there were about 5 pairs which seemed to be ineffective due to the partnering of a too strong student with a weak student or a pair of weak students. To overcome this, the researcher rotated the partners within those five pairs. They were paired so that a bright student (who could control himself and not be too dominant) was joined with a weak one to achieve better outcomes and it was explained that the strong students were expected to help the weak ones.

The researcher further provided constructive communication strategies to the class to encourage peers to speak and be active in sharing ideas. The strategy was to have the pairs perform activities by presenting a brief report, sharing examples or offering summaries during their pair work.

Even though there were obstacles found during the teaching and learning process, the researcher was able to manage the class and minimize the setbacks. She was able to develop proactive ways to overcome the problems in the teaching-learning processes while always creating and maintaining a positive environment.

From the discussions above, it can be concluded that the Picture Strip Story was an effective technique to use for teaching speaking. It provided something that learners were able to talk about. In the process of teaching-learning speaking in the EG, it was obvious that the students enjoyed practicing speaking by using the Picture Series Technique. The speaking classroom atmosphere became more conducive and interesting, the students became more comfortable and confident in producing sentences, they became more active and creative than before. This was supported by the statement of Wright (2006) that pictures can stimulate and provide information to be referred to in conversations and used in discussions and story-telling. Therefore, the students can speak in ESL more easily because they have ideas to speak about. Besides, pictures can make meanings clearer. In addition, to making the meaning of pictures clearer, The California High School Speech Association's Curriculum Committee in their book entitled *Speaking Across the Curriculum, Practical Ideas for Incorporating Listening and Speaking into the Classroom* (2004) state that a great deal of our conversations take place in sight of objects about which we are speaking. Seeing an actual object can clarify meanings for the audience. Moreover, by using a Picture Strip Story, students can be more creative and have more fun learning, especially learning to speak. This is as stated by Curtis and Bailey (2001) that pictures can promote creative and critical thinking and can be used in many ways by different teachers for various lessons. They are not tied to any particular teaching method, class size, or proficiency level. The same picture can evoke many different kinds of language use in different contexts. Harmer (2007) has also stated that pictures can also be used for creative language use, whether they are in a book or on a cue card or a flashcard or are posters or wall pictures.

The findings of this research are in line with those from previous studies on Picture Strip Stories conducted by Nurhayati (2011) and Sari (2011) on improving students' speaking abilities by using Picture Strip Stories. These studies have proven that teaching speaking by using Picture Strip Stories has helped students to

improve their speaking abilities. Considering the significance of the technique found in previous studies, this study attempted to employ this technique by combining it with group work and role play activities as part of CLT for teaching-learning English. By combining the technique with the two others, it is believed that it can avoid monotony in classroom interactions.

In conclusion, the Picture Strip Story technique is an effective technique to use for teaching speaking. The use of the Picture Strip Story in the teaching-learning process is stimulating and productive. The students became attentive and involved actively in the learning processes. Both the teacher and the students had active interactions during the teaching-learning processes by using the Picture Strip Story. The technique helped students to be bolder in speaking up and expressing their ideas so that they became more confident, creative, and motivated in learning and practicing speaking. Therefore, their speaking skills improved a lot.

CONCLUSIONS AND SUGGESTIONS

This research confirmed that Picture Strip Story is one of the Communicative Language Teaching (CLT) techniques strongest tools that can be applied for teaching-learning speaking. The technique can help the students increase and empower their speaking ability in real communications. There were significant differences in achievement between the Second Year students of MTsN Model Gandapura who were taught speaking by using the Picture Strip Story from those who were taught by a standard technique. It was proven by the t-test results on the post-tests of both the EG and the CG. Therefore, the Picture Strip Story is an effective technique for teaching-learning speaking.

Besides, the students who were taught by using Picture Strip Story had better performance in their speaking sub-skills, pronunciation, grammar, vocabulary, fluency, and comprehensibility. Based on the average score for each speaking sub-skill the EG students got significantly higher average scores on the post-test, especially in comprehensibility. So, it can be concluded that the five speaking sub skills were better taught by using the Picture Strip Story technique.

In addition, the EG students had personal experience using real words in communication during their studies using the Picture Strip

Story in group work and role-play combined in the teaching-learning speaking activities, so they became more active in participating in the speaking activities in the classroom.

The findings of this study have some implications for the teaching-learning of speaking to the second grade, year 8, students of MTsN Model Gandapura. It is clear from the results that the EG students' speaking ability was improved. Therefore, this study has the following suggestions with regard to the development of ESL speaking skills:

1. Speaking has to be emphasized over the other language skills. Speaking precedes the development of literacy and it needs to be integrated.
2. Picture Strip Story techniques can be an integral part of the speaking class syllabus.
3. Picture Strip Story activities should be emphasized over and over again so that students' creativity will be encouraged.
4. To have good results in speaking activities, students need to extensively practice speaking in their daily activities with their friends. They should prepare themselves well especially before the class starts.

REFERENCES

- Allen, D., & Valletta, R. M. (1977). *Classroom Techniques: Foreign Languages and English as A Second Language*. New York: Harcourt.
- Badan Standar Nasional Pendidikan. (2006). *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah. Standar Kompetensi dan Kompetensi Dasar SMP/MTs*. Jakarta: KEMDIKBUD.
- Bailey, K. M., & Nunan, D. (2005). *Practical English Language Teaching*. Columbus: McGraw-Hill ESL/ELT.
- Brown, J. D. (2000). What is construct validity? *JALT Testing and Evaluation SIG Newsletter*, 4(2), 7–10.
- Burnkart, G. S. (1998). *Modules For The Professional Preparation Of Teaching Assistants In Foreign Language*. Washington DC: Center for Applied Linguistics. Retrieved November 2003. Available at <http://www.nclrc.org/essentials/speaking/goalsspeak.htm>.
- Chaney, A. L., & Burke, T. L. (1998). *Teaching Oral Communication in Grade K-8*. Boston: Allwyn & Bacon.

- Curtis, A., & Bailey, K. M. (2001). *Picture Your Students Talking: Using Pictures in the Language Classroom*. ESL Magazine, July/Aug.2001, 10-12 Available at <http://www.w5.guet.edu.cn/dept6/.../news20130901003.pdf>.
- Freemans, D. L. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Harmer, J. (1991). *The Practice of English Language Teaching*. England: Longman Group.
- Harmer, J. (2002). *The Practice of English Language Teaching (Fourth Edition)*, Harlow: Longman.
- Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in A Second Language. *The Internet TESL Journal*, Vol. XII, No. 11. Retrieved from <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>.
- Maxon, A. B., & Brackett, D. (1992). *The Hearing-Impaired Child: Infancy Through High School Years*. Andover Medical Publishers.
- Nunan, D. (1999). *Language Teaching Methodology: A Textbook For Teachers*. London: Prentice Hall International.
- Nurhayati, S. (2011). *Teaching Speaking Through Communicative Language Teaching (An Experiment Study in the First Grade of MA Pembangunan UIN Jakarta)*. (Unpublished Thesis). Jakarta, Universitas Islam Negeri.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Richards, J. C., & Bohlke, D. (2011). *Creating Effective Language Lesson*. New York: Cambridge University Press.
- Sari, L. N. (2011). *Improving Students' Speaking Ability By Using Picture Strip Story Technique At SMPN 1 Jenangan, Ponorogo*. (Unpublished Thesis). Ponorogo, SekolahTinggi Agama Islam Negeri Ponorogo.
- The California High School Speech Association's Curriculum Committee. (2004). *Speaking Across the Curriculum Practical Ideas for Incorporating Listening and Speaking into the Classroom*. New York: Idea Press.
- Vernon, S. G., & Donald, P. E. (1980). *Teaching and Media a Systematic Approach*. New Jersey: Prentice Hall.
- Wright, A. (2006). *Pictures for Language Learning*. Cambridge: Cambridge University Press.