

**THE USE OF PICTURE SEQUENCE IN TEACHING
SPEAKING
(A STUDY AT TRAINING CLASS - TC - STUDENTS OF
BASIC ENGLISH COURSE - BEC - PARE)**

THESIS

**Submitted in Partial Fulfillment of the Requirement
for Bachelor Degree of Education
in English Education**



By

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MOTTO

Everybody is studying . be good to the hood because we will never know if they
are studying from what we do.

~Rakasetya~

ABSTRACT

Hilmawan, Rakasetya Faiz Haq. (2018). The Use of Picture Sequence in Teaching Speaking to Training Class Students (TC) of Basic English Course Pare (BEC) in the Academic Year of 2018. English Education Department, Faculty of Tarbiyah and Teacher Training. State Islamic University Walisongo Semarang. Advisors: Nadiah Ma'mun, M.Pd and Sayyidatul Fadlilah, M.Pd.

This study aimed at describing the implementation of picture sequence in teaching speaking at Training Class (TC) students of Basic English Course (BEC) Pare. The researcher applied descriptive qualitative in this study, the data collection used in this study were observation, questionnaire, and interview. The result of the study showed that picture sequence successfully eased and helped students in learning English speaking skill. With total of 30 students, all of them were feeling that picture sequence eased their learning process and 29 students were feeling that picture sequence helped their speaking learning process. But the students had their problems on telling story by using picture sequence. From 30 students, 6 of them got difficulties to get idea to tell the picture, 2 students on confident problem, 5 students of pronunciation problem, and most of the students have their problems in structure (12 students) and vocabulary (10 students). The problems of the teacher were coming when the students were telling the story. The teacher had difficulties in giving corrections to the students when the students were still telling the story and also the teacher had difficulties in understanding students speaking English because they had their own accent affected from where they are coming from.

Keywords; Picture Sequence, Teaching Speaking, Telling Picture, Speaking Skill.

DEDICATION

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

1. My lovely Nono Supriyanto and Sirajatul Lami'ah who pray, educate, teach, help, train, support, and brought me till I finish this research.
2. My beloved brothers Esha Rahmawan Faiz Haq, Fathurrahman Daffa Faiz Haq, and Daffi Arbian Fathrizq Faiz Haq.
3. My big family who never forget to pray, and support me.
4. Mr. Kalend who teach and allow me to get all the needs to complete this thesis.
5. Mr. Sali who helped me to piled up all things to finish this research.
6. My teachers who have educated and taught me for things that I know now.
7. All my friends who always make me want to race their thesis.
8. For you, Thank you ☺

ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

In the Name of Allah, the Most Merciful, the Most Gracies. All praise be to Allah, the Lord of Lord, and prayers and peace be upon Mohamed His servant and messenger.

First, I must acknowledge my limitless thanks to Allah, the Ever-Magnificent, the Ever-Thankful, for His help and bless. I am totally sure that this work will never become truth, without His help. , Sholawat and Salutation are always given to Prophet Muhammad, the last messenger and the most beloved Prophet of Allah.

I realized that this thesis would not be achieved without any advice, motivation, guidance, support, help and encouragement from individuals and institutions. In this chance, I would love to express my gratitude for all of them:

1. Dr. H. Raharjo, M.Ed, St, the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dr. H. Ikhrom, M.Ag, the head of English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.
3. Nadiyah Ma'mun, M.Pd and Sayyidatul Fadlilah, M.Pd, the advisors for her generous invaluable guidance, motivation, and suggestion for this thesis from the beginning until the end.
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6. My beloved brothers Esha Rahmawan Faiz Haq, Fathurrahman Daffa Faiz Haq, and Daffi Arbian Fathrizq Faiz Haq.
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8. Mr. Kalend who teach and allow me to get all the needs to complete this thesis.

9. Mr. Sali who helped me to piled up all things to finish this research.
10. My teachers who have educated and taught me for things that I know now.
11. All my friends who always make me want to race their thesis named Farid and Aufiyan.
12. For you, Thank you ☺
13. And for those who I cannot mention one by one, who has supported me to finish this thesis.

Finally, I will sincerely accept constructive criticism in order to make this thesis getting better and I hope this research will be helpful for everyone. Amen.

The researcher, 28 Januari 2019

Rakasetya Hilmawan Faiz Haq

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CHAPTER I

INTRODUCTION

This chapter covers the background of the study, the reason for choosing the topic, research question, objectives of the study, limitation of the study and significances of the study.

1.1. Background of the Study

A human being is a social being that needs to do socialization to others, one of the socialization is by doing communication which is very important because everything is impossible to be done without communication. In addition, Allah has explained in the Al-Qur'an surah Ar- Rahman verses 1 to 4:

”الرَّحْمَنُ (1) عَلَّمَ الْقُرْآنَ (2) خَلَقَ الْإِنْسَانَ (3) عَلَّمَهُ الْبَيَانَ (4)”

1. The most Beneficent (*Allah*)! 2. Has taught (you mankind) the Qur'an (*by his Mercy*. 3. He created man. 4. He taught him eloquent speech.” (Ar-Rahman 1-4).¹ Based on Qur'an Verses above, the human being is created to communicate with each other. Human beings use language as a means of communication. Since the prehistoric era until the current era language always develops. Communication is effective because the world develops language itself. The language concept including grammar and parole is the speech concept. Nowadays in the global era communication has become one of the most crucial elements. Without having good communication, people from different nations would not be able to understand each other. When people do not understand each other, there are possibilities that misunderstanding would be happening, so people need to understand each other with good communication which would urge people to acquire global languages among the most important and influencing language is the English language.²

To make a communication, people are normally will use their basic skill of communication which is speaking. The mastery of speaking skill is a basic

¹ Abdullah Yusuf Ali. *The holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p.1067

² M.Samanth Reddy, “*Importance of English Language in today's World*” “Lecturer in English, Pragati Mahavidyalaya Degree & P.G.College, Koti, Hyderabad (2016)

priority for many second and foreign language learners.³ Communication could be done by doing a discussion. Discussion forums are a powerful communication tool within a blended Moodle course⁴. According to Nunan, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistics competence"), but also that they would understand when, why, and in what ways to produce language ("sociolinguistics competence")⁵ This is where Indonesian feel difficult in fostering their language which is being studied because they do not really practice the language they are studying. They study a lot of things about English but they do not seem to have the atmosphere in practicing what they have got especially in speaking. School is one of the most influential contexts for children's development in learning⁶ but in our society in their real life, they seem only study the things in their classroom and do not practice with friends who are having the same aim to study the language especially English. So I could make an underline here that the main problem of learning a new thing is about the practice. Experience is necessary to enhance the way in teaching students. It has a big impact on shaping the teacher's belief and practices⁷.

³ Febriyanti, R. Emma. *Teaching Speaking of English as a Foreign Language*. Banjarmasin: Online Journal of FKIP Universitas Lambung Mangkurat (2011)

⁴ Rizal, D. (2018). Hybrid Learning of Daviq.com in the Subject of Teaching Listening and Speaking. *Vision: Journal for Language and Foreign Language Learning*, 6(2), 194-208. doi:<http://dx.doi.org/10.21580/vjv6i21980>

⁵ Nunan, David. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press. (1992)

⁶ Judith L Meece, Jacquelynne S. Eccles. *Handbook of Research on Schools, Schooling and Human Development*. Routledge (2010)

⁷ Masyhudianti, U., Masithoh, H., & nisa, K. (2018). A Teacher's Beliefs and Practices of Using Video to Teach Speaking: A Case Study At SMA As-Salam Surakarta. *Vision: Journal for*

The researcher also would cite an awesome quote that is hung in one of the buildings in school where he went to do Practical Teaching in SMKN 7 Semarang. It stated, "practice makes perfect". Here the researcher could relate that if we study English and we do not practice it in our speaking, things we study are going to be gone by the time flies. There also another quote from an American Football player Vince Lombardi quoted " practice doesn't make perfect, only perfect practice makes perfect". therefore we need to do a perfect practice to have the perfect English as the language we study. There are many good ways to practice our speaking, but in this case, the researcher takes one of the media called Picture Sequence which is used in Kampung Inggris Pare, a place where many people are trying to get their English. The researcher would implement this to be research.

Finally, the researcher has a reason to accomplish this research. Language is always used by human to interact with other people well, and it comes with better ways to deliver. In this case, the researcher focused on describing the implementation of using the Picture Sequence. This medium is already used in Basic English Course (BEC) Pare, which is believed can bring the pupils more practical skill in speaking. So here the researcher chose the topic concerning about "The Use of Picture Sequence in Teaching Speaking to Training Class Students (TC) of Basic English Course Pare (BEC)" and chooses the descriptive qualitative method to find out the data.

1.2. Reason for Choosing the Topic

The researcher had some reasons to accomplish this research. Speaking is one of the skills needed in learning the language it is always used by human to interact with other people well. Speaking could be fostered by doing some practices, where in the classroom teacher can invite students to practice their speaking by using some media which one of them is by using Picture

Sequence. This case, the researcher wants to know the application of using picture sequence to teach speaking for the foreign language learner.

The researcher used one of the class of Training Class Student (TC) Class in Basic English Course Pare, Kediri as the teacher has already implemented the media to teach the students speaking. Therefore, the researcher could collect data that are more specific from the medium itself.

So here the researcher chose the topic concerning about ‘‘Picture Sequence in Teaching Speaking’ and chose a descriptive qualitative methodology to find out the data.

1.3. Research Questions

This research is aimed to find the answer to the following research questions:

- 1.3.1. How is the teaching-learning process by implementing Picture Sequence to teach speaking to Training Class Students (TC) of Basic English Course Pare (BEC)?
- 1.3.2. What are teachers’ problems in teaching speaking by using Picture Sequence to Training Class Students (TC) of Basic English Course Pare (BEC)?
- 1.3.3. What are the students’ problems in learning speaking by using Picture Sequence to Training Class Students (TC) of Basic English Course Pare (BEC)?

1.4. Objectives of the Study

Based on the problems have mentioned above, this research is intended to meet the following objective: The objectives of the study are:

- 1.4.1. To explaine the implementation of ‘‘Picture Sequence’’ to teach Speaking to Training Class Students (TC) of Basic English Course Pare (BEC)?

- 1.4.2. To describe teachers' problems in teaching speaking by using "Picture Sequence" to Training Class Students (TC) of Basic English Course Pare (BEC)?
- 1.4.3. To describe students' problems in learning speaking by using "Picture Sequence" to Training Class Students (TC) of Basic English Course Pare (BEC)?

1.5. Significances of the Study

By using this research, there are two significances. They are Practical Significance and Theoretical Significance which the research expected that the findings might be useful for the following parties:

1.5.1. Practical Significance

In practical significance, there are three parts that the researcher hoped this research would be useful.

1. The Students of English Department

Especially for those who have a sort of difficulties in learning English speaking skill, the findings could be tried to foster their English speaking skill.

2. Teachers

The findings can be used as an example of how to teach English speaking to ease the difficulties in teaching speaking.

3. Researchers

The research can be used as additional information for the researcher to be a good educator in the future.

1.5.2. Theoretical Significance

The result of this research is expected to be a reference to improve the understanding of language issues about Picture Sequence.

CHAPTER II

REVIEW AND RELATED LITERATURE

Chapter II contains some previous researches, theories, and references which are related to the research.

2.1. Previous Research

There are some previous researches which have some same subject, object or teaching technique but in this research, the researcher takes some of the research related to the research:

1. *The Implementation of Sequence Picture Technique in The Teaching Vocabulary at the Eleventh Grade of the Second Semester of MA Al-Hikmah Bandar Lampung in the Academic Year of 2016/2017* by Adhe Risky Mayasari, Raden Intan State Islamic University Lampung.

This research employed descriptive qualitative research. The researcher used a purposive sampling technique to determine the sample. The researcher chose XI IPA class as the sample. The result of the research was the teaching and learning process by using picture sequence technique run well, the class wasn't serious in the learning process because the class was noisy and the teacher got some problems in using this technique because this technique takes a lot of time.

This previous research was doing the research in a certain school which is very good for students or teachers in the school to be one media in learning speaking. But, this could be a weakness of the research because the school has the same average age of the students. This would be a question when readers want to implement the sort of technique in their environment with different background of age. Besides, in this research, the researcher is taking the research in an English course where many people from many different backgrounds and different age are using this technique.

The similarities are on the technique used, the research is using picture sequence as the teaching-learning process in the classroom. Besides, there is one different thing where the researcher is doing the research in an English course where the students only study about English every time while the previous researcher doing the research in a formal school which the students have many other subjects to be learned. And also the researcher is focusing the research on speaking skill while the previous researcher in focusing on vocabulary.

2. ***Increasing Students' Narrative Paragraph Writing Ability Through The Use of Picture Sequence*** by Aisyah Sunarwan, Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro.

The research applied classroom action research. The data were in the form to know whether the use of picture can increase the students' ability in writing a narrative paragraph at the ninth year of State Junior High School 3 Batanghari. The researcher used action hypothesis. Based on the result, the use of picture can increase the students' ability in writing a narrative paragraph. But because the result of students' score couldn't achieve the target, the teacher decided to give a test to the students using the same way in cycle 1 but with a different picture.

This previous research was doing the research in certain school which is good for students or teachers in the school to be one of the media in learning speaking and moreover, the result was not satisfying because the students' score couldn't achieve the target. This could be a weakness of the research because the school has the same average age of the students. This would be a question when readers want to implement the sort of technique in their environment with different background of age. Besides, in this research, the researcher is taking the research in an English course where many people from many different backgrounds and different age are using this technique.

The similarity between the researcher's study and these researches are using Picture Sequence in pedagogical tool in the teaching-learning process. And the difference is the researcher's study is to know the effectiveness in improving students' speaking skill while the previous research is in writing skill.

3. ***The Implementation of Picture Sequences Technique to Improve Students' Ability in Writing*** by Noor Faizah, Yogyakarta State University.

This research employed classroom action research. The data were in the form to measure the effectiveness of implementing *Picture Sequences Technique* to improve students' writing skill to the 10th-grade pupils of MAN LAB UIN Yogyakarta by Noor Faizah. The researcher used action hypothesis. Based on the result of the test, the researcher concluded that using *Picture Sequences Technique* as media was effectively improving students' writing skill.

This previous research has strengthened in the subject who are students. This could really help them in learning speaking by using this media, besides doing research in school could be also a weakness because the readers are not only students in school and English speaking skill is not only needed by students but also people from other backgrounds like workers, parents, etc need to also study English speaking skill. This could also make the readers feel doubt to try implementing the sort of technique in their place which is underlined has different age and background. While in this research, the researcher answer the weakness of the previous research with doing the research in a course with a variety of students from various background and age.

The similarity between the researcher's study and these researches are using Picture Sequence in pedagogical tool in the teaching-learning process. And the difference is the researcher's study is to know the

effectiveness in improving students' speaking skill while the previous research is in writing skill.

4. ***The Use of Whole Brain Teaching Method to Enhance Students' Speaking Skill at Preferences*** by Imada Mustahavina, Walisongo State Institute for Islamic Studies, Semarang.

This research employed classroom action research. The data were in the form to measure the effectiveness of using *Whole Brain Teaching Method* to enhance students' speaking skill to the 10th-grade pupils of SMK Ma'arif NU 01 Semarang by Imada Mustahavina. The researcher used action hypothesis. Based on the result of the test, the researcher concluded that using *Whole Brain Teaching Method* as media was effective in enhancing students' speaking skill.

This previous research used a good method in enhancing students' speaking but the weakness is this previous research is only used at preferences in the research while in this research is using media which could be used to any kinds of preference.

The similarity between the researcher's study and these researches are using speaking as the research object. The researcher's study is to know the effectiveness of enhancing students' speaking. And the difference is the previous research used *Whole Brain Teaching Method* in the teaching-learning process while the researcher uses *Picture Sequence* in pedagogical tool in the teaching-learning process.

5. ***The Use of Multiple Intelligences Model to Improve Students' Speaking Skills In Discussion texts*** by Nila Fauziah, State Islamic University Walisongo, Semarang.

This research employed classroom action research. The data were in the form to measure the effectiveness of using *Multiple Intelligences Model* to improve students' speaking skill to the 11th-grade pupils of MAN 1 Semarang by Nila Fauziah. The researcher used action hypothesis. Based on the result of the test, the researcher concluded that

using *Multiple Intelligences Model* as media was effective in improving students' speaking skill.

This previous research has weakness in the text that is researched. It only does in discussion text while students are confronted by many kinds of texts in genre and students need all of them to be improved. Besides, this research does a media which can be used to improve students' speaking to any kinds of background and age.

The similarity between the researcher's study and this research are using speaking as the research object. The researcher's study is to know the effectiveness of enhancing students' speaking. And the difference is the previous research used *Multiple Intelligences Model* in the teaching-learning process while the researcher uses *Picture Sequence* in pedagogical tool in the teaching-learning process.

2.2. Literature Review

This research covers some points in the literature review. There are teaching English as a foreign language (TEFL), the concept of speaking, the concept of teaching speaking, the concept of learning speaking, problems in teaching and learning speaking, the concept of method, picture sequence, problems in implementing picture sequence, the procedure of teaching speaking by using picture sequence.

2.2.1. Teaching English as a Foreign Language (TEFL)

English is an international language. In Indonesia, English is as the first foreign language. It doesn't seem easy to learn English because learning a foreign language is not just learning the structure of language but also learning how to apply the language in communication-based on the target language culture. As a foreign language, the opportunities to use English for communication are still hard to find. To avoid this sort of issue, the teacher should provide the opportunities for pupils to practice

their English not only in the classroom but also outside of the classroom.

Speaking as one of basic English skill is often ignored. This due, the pupils have a lack of motivation and they have limited time to study speaking. The teachers also have a lack of idea in teaching speaking. So, the pupils still got difficulties to express their idea in English. Considering those issues, the teacher should be able to use the media which could enable the pupils to foster their speaking skill. According to Setiyadi, there are some media, methods or approaches to learn English easier to be learned.⁸

The teachers are not only teaching the pupils but also they must give stimulus, guidance, direction, and support in learning English. According to Setiyadi, the aim of teaching English as a foreign language or second language will be for the learner to gain the ability to communicate in the target language.⁹ Candling states that the goal of classroom foreign language teaching is to enable the pupils to express their ideas and opinions in the foreign language.¹⁰

The main objective of teaching English in Indonesia is to enable the pupils to use English for communication. In Indonesia, English is the first foreign language but it is not used in daily communication.

2.2.2. The Theory of Speaking

Talking is one of the four aptitudes in English. The three different abilities are understanding discourse (tuning in), perusing and composing. Talking and listening are said to identify with language communicated through the aural medium and perusing and composing are identified with language communicated through the visual medium. Another method for speaking to these abilities is by reference not to the medium but rather to

⁸ Ag.Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu,2006),p.7

⁹ Ag.Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu,2006),p.20

¹⁰ Candling in Nur'aini, *Teaching English as Foreign Language*, (Thesis,2012).p.10

the movement of the language client. Subsequently, talking and composing are said to be dynamic, or gainful aptitudes while tuning in and perusing are said to be inactive, or open abilities.

Clark and Clark state that speaking is a fundamental and instrumental act.¹¹ Speakers talk so as to get a few impacts on their listener. They declare things to change their condition of learning. They make inquiries to get some data. They ask for things to inspire them to accomplish something for them. They likewise expressed that the idea of the discourse demonstration must assume a focal job during the time spent discourse generation. Speakers start with the expectation of influencing their listeners with a specific goal in mind, and they pick and articulate a sentence they accept would realize only this impact.

2.2.3. The Theory of Teaching Speaking

Teaching is a teacher's work and a need of students in order that the students can do learning. The objective of showing talking aptitudes is informative productivity. Students ought to most likely make themselves comprehended, utilizing their present capability minus all potential limitations. They should endeavor to keep away from disarray in the message because of flawed elocution, language structure, or vocabulary, and to watch the social and social decides that apply in every correspondence circumstance. Talking is so much a piece of day by day life that we underestimate. The normal individual several thousand words per day, albeit a few people like lawmakers may create much more than that.

As far as showing talking, the instructors of English need to comprehend that talking a language is troublesome for unknown dialect student in light of the fact that viable oral correspondence requires the capacity to utilize the language properly in the social association. Decent

¹¹ Clark, H.H, & Clark, E.V. (1997). *Psychology and language: An introduction to psycholinguistics*. USA: Harcourt Brace Jovanovich, Inc. p.223

variety in association includes verbal correspondence as well as paralinguistic components of discourse, for example, pitch, stress, and intonation. In addition, non-linguistic elements such as gestures and body language, facial expression, may accompany speech or convey the message directly without any accompanying speech.¹²

2.2.4. The Theory of Learning Speaking

In learning speaking there are some aspects¹³ that students have to understand in learning speaking. according to some experts, the researcher concludes that the concepts of learning speaking are:

a. Communication strategies

Sometimes we don't have the foggiest idea, or can't recollect, the exact word we need. This can occur in our first language as well, yet we are likely increasingly mindful of it when talking another dialect. Here are five regular systems for managing this kind of issue:

Communication strategies in a second language	
Approximation	Utilize a progressively broad or related word; e.g. ' <i>animal</i> ' instead of ' <i>rabbit</i> '
Paraphrase	Depict the appearance or capacity of the word; e.g. ' <i>He cleaned the house with a... it 's the thing that sucks in air</i> '
Invention	Create a word produced using the second language; e.g. ' <i>picture place</i> ' instead of ' <i>art gallery</i> '
Mime/gesture	Display the essentialness with your hands, e.g. clapping to show ' <i>applause</i> '
Appeal for help	Approach the other individual for help: e.g. ' <i>What do you call...?</i> ' ¹⁴

¹² Richards, J. & Renandya, W.A. (2002). *Methodology in Language Teaching: An Anthropology of Current Practice*. New York: Cambridge University Press.p.204

¹³ Tony Lynch and Kenneth Anderson, English Language Teaching Centre, University of Edinburgh (2012)

b. Conversational repair

An alternate kind of issue can happen when you are conversing with somebody and you utilize a word which they don't have the foggiest idea or get it. The term covering the different manners by which this kind of trouble can be settled is *conversational repair*.¹⁵ This can really help students in learning speaking because by doing this, students can practice what they have got in the classroom. There are many things which students can actually study in doing the conversational repair like the structure the pronunciation etc. they could be repaired those all one another.

2.2.5. Problems in Teaching and Learning Speaking

Speaking plays a necessary role in learning a foreign language. It is the basic skill in learning language. Back in the baby period, baby learned how to speak from learning listening until finally, he can master the language. This also could be implemented for students in learning speaking. In order to master speaking, there are two sides needed. They are students and teacher where they have their own problems in doing on their own.

a. Teachers' Problems

According to Thornbury, there are three factors that are related to teaching set of words that must be considered by the teacher in teaching speaking:¹⁶

1) Class management

¹⁴ Ellis R. 1985. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.184-5

¹⁵ ELTC self-study materials. *Effective English Learning*.Unit 7: Speaking. p:4

¹⁶ Scoot Thornbury, *How to Teach Vocabulary*, (London: Pearson Education Limited,2002), p.75-77

For example in the speaking class (TC) consists of more than 30 students in one class. This situation will make the class becomes noisy and uncontrolled if the students feel bored or tired of their other responsibilities.

It can be concluded that too many students in the class will make the teacher difficult to manage the class and it also could make the effectiveness of teaching in the class is low.

2) The motivation of the students

Motivation needs to be given to students in order to make them feeling spirit to study. In the classroom, the students sometimes feel enthusiastic to learn new things, but they also feel bored in the teaching-learning process.

This circumstance now and again happens when the educator gives simple material which the understudies feel simple and will make them disparage it by not giving any regard for the instructor, regardless of whether the educator gave the troublesome materials the understudies don't likewise focus on the instructor's clarification. Here, they will effortlessly get exhausted when they get troublesome materials.

3) Student's laziness

Student's laziness is one of the complex issues confronted by the teacher because this problem comes from students characteristics. So, the teacher can not impose the students to be diligent directly. The teacher has to find out the problem solving that could make the students become diligent by their selves.

From the explanation above, it can be concluded that teacher problems in teaching speaking are class management, the motivation of the students and students' laziness.

b. Students' Problems

There are several problems in learning speaking: Fear of Mistake, Shyness, Anxiety, Lack of Confidence, and Lack of motivation.¹⁷

1) Fear of Mistake

As contended by numerous scholars, the dread of slip-up ends up one of the primary components of understudies' hesitance to talk in English in the classroom. Regarding the dread of committing error issue, Aftat includes that this dread is connected to the issue of rectification and negative assessment. What's more, this is additionally much impacted by the understudies' dread of being chuckled at by different understudies or being condemned by the instructor. Accordingly, understudies generally don't keep on partaking in the talking movement. Consequently, it is essential for educators to persuade their understudies that creation botches is definitely not wrong or terrible thing since understudies can gain from their missteps.

2) Shyness

Shyness is an enthusiastic thing that numerous understudies experience the ill effects of sooner or later when they are required to talk in English class. This shows timidity could be a wellspring of an issue in understudies' learning

¹⁷ Maher Ahmed, *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*, Al Quds Open University-Palestine /Gaza (2016),p101-103

exercises in the classroom particularly in the class of talking. Along these lines, focusing on this viewpoint is likewise essential so as to enable the understudies to do their best in their talking execution in the class. In accordance with this, Baldwin additionally clarifies that talking before individuals are one of the more typical fears that understudies experience and feeling of timidity influences their psyche to go clear or that they will overlook what to state. This hypothesis is additionally upheld by the consequence of this examination in which most understudies neglect to play out the talking execution taking care of business. As it's been said, their failure to demonstrate their capacity in talking is likewise impacted much by their sentiment of timidity. As such, it tends to be said that modesty assumes an imperative job in talking execution done by the understudies.

3) Anxiety

Anxiety is a tension in feeling, apprehension, and nervousness are associated with the situation of learning a foreign language. Further Nascente writes that, among other full of feeling factors, uneasiness emerges as one of the primary blocking factors for successful language learning. At the end of the day, tension impacts understudies in learning the language. Along these lines, focusing on this factor of learning ought to likewise be mulled over.

4) Lack of Confidence

It is ordinarily comprehended that understudies' absence of certain generally happens when understudies understand that their discussion accomplices have not comprehended

them or when they don't comprehend different speakers. In this circumstance, they would prefer to keep quiet while others do talking demonstrating that the understudies are the absence of certainty to convey. In giving a reaction to this, Tsui referred to from Nunan's book that understudy who need certainty about themselves and their English essentially experience the ill effects of correspondence dread.

This problem shows that building students' confidence is an important part of teacher's focus of attention. It means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

5) Lack of Motivation

It is mentioned in the literature of Songsiri that motivation is a key to students' learning success. Concerning the issue of inspiration in learning, Motivation is important to see in that it can influence understudies' hesitance to talk in English.

In this sense, inspiration is a key thought in deciding the readiness of students to impart. It has been demonstrated in numerous examinations that understudies with a solid inspiration to succeed can endure in learning and addition preferred score over the individuals who have a more fragile inspiration of progress demonstrating that building understudies' inspiration to learn is dire for each educator.

From the explanation above, it can be concluded that students' problems in learning speaking are fear of mistakes shyness, anxiety, lack of confidence, and lack of motivation.

2.2.6. The Theory of Method

The concept of teaching English as a foreign language becomes the underpinning concept of language teaching in Indonesia. How a teacher gives the great materials so that it can enable the pupils to communicate applying the target language. The teacher should understand teachers' roles. As stated by Harmer teachers roles may change from controller, organizer, assessor, prompter, participant, resource, tutor, until observer.¹⁸ The teacher is not only knowing about the roles but also he should understand the method.

According to Brown method is a generalized set of classroom specifications for accomplishing linguistic objectives. While technique is any of a wide variety of exercises, activities, or tasks used in language classroom for realizing lesson objectives.¹⁹ In the other words method is procedural and technique is implementation. Teaching methods have been introduced in language teaching for a long time and they can be traced back several centuries ago. The story of language teaching methods began with grammar teaching of Latin and Greek, and then the method is improved with the introduction of translation in teaching the languages, which is popularly known as the grammar translation method (GTM).²⁰ There are many methods of teaching language such as Grammar Translation Method, Direct Method, Audio-lingualism, The Lexical Approach, Communicative Language Teaching.

As mentioned earlier, a media is an implementation. A technique is one thing which actually takes place in language teaching

¹⁸ Jeremy Harmer, *The Practice of Language Teaching*, (US: Longman),p.58-62

¹⁹ H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, second Ed, (New York: Longman,2001),p.16

²⁰ H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, second Ed, (New York: Longman,2001),p.6-7

and learning in the classroom. All activities that take place in a language class are techniques. According to E. Anthony (cited in Allen & Cam) "Technique are special tricks employed by the classroom teacher to achieve the objectives of a lesson."²¹ In this sense, there is a close relationship between the objectives and classroom techniques. There are some of the techniques which are used by an English teacher, such as demonstration, translation, narration, etc.⁴⁹ because picture sequence is an activity in the class, so it can be said that it is a technique.

2.2.7. Picture Sequence

Picture sequence is a progression of photos managing one subject, it might recount a story, portray a science, uncover an individual, or tell the best way to accomplish something, the best. There are a few specialists who give the meaning of picture arrangement. As indicated by Bowen, Picture arrangement is a progression of photos of a solitary subject. Its capacity is to recount a story or a succession of occasions.²² Moreover, Wright states that picture sequence is pictures which demonstrate a few activities or occasions in the sequential request.²³

From the explanation above, the researcher takes the conclusion that picture sequence is some pictures which have a series of an object or a situation. This picture normally tells about a story or an event about something that happened. The sequence has to be in chronologically order.

²¹ Available Online, Technique to Teach English | eHow.com

http://www.ehow.com/list_7396958_technique-teach-english.html#ixzz1pfKOUKfE, January 15th

²² Betty Morgan Bowen, *Look here! Visual in Language Teaching*, (London: Essential Language Teaching Series, 1973), p.199

²³ Andrew Wright, *Picture for Language Learning* (Australia: Cambridge University Press, 1989), p.138

Picture sequence is one of the learning media. It is really important in the learning process, especially in foreign language learning for the pupils, without the media in the learning process, it is very hard for the teacher to explain or describe something, and it can make the pupils understand what the material is about. A picture is one of the elements in media which is really important.

The picture could be an easy way to teach speaking to pupils at the beginner speaking level to study English. The picture can make pupils easier to remember the picture which is shown.

Wright presents the advantages and disadvantages of the picture class as follows:²⁴

a. The Advantages of the Picture :

There are three advantages of using a picture. First, giving material by using picture it can stimulate and motivate pupils to become more observant and express themselves, then, by using the picture the pupils can see the object which is being talked and discussed clearly, and the last is picture can be used for individual pupils or in group

b. The Disadvantages of the picture :

There are also three disadvantages of using the picture. The first is that it is difficult to look for the specific picture which is suitable for the pupils level, curriculum, and needs, and the pupils still find the difficulty to express something in the picture in detail if they never see it, and the last disadvantages is each person has a different perception about the meaning of picture.²⁵

²⁴ Andrew Wright, *Pictures for Language Learning*. (Australia: Cambridge University Press.1989) p.157

²⁵ Paul Nation, *Technique for Teaching Speaking*, On Puspa Yulia Sari Script, (Muhammadiyah Metro University,2010),p.18

According to the criteria of the good picture above, the teacher must find a good picture that can be used in the learning process.

2.2.8. Problems in Implementing Picture Sequence

There are some problems confronted in implementing picture sequence according to some experts:

a) Pupils' Problem in Learning speaking through Picture Sequence while some problems probably would arise while implementing picture sequence by Simon Fuller is sometimes the picture is less clear, pupils do not understand what is meant by the picture sequence, sometimes pupils feel awkward or difficult when called upon teachers to move forward to sort a series of images, pupils are not able to express their ideas, their opinions or ideas in accordance with the sequence images, pupils felt uncomfortable, difficult for pupils to focus when done the picture sequence too often, and teachers are less able to generate an attractive learning environment so that pupils easily get bored²⁶.

Furthermore, some problems probably would arise while implementing the picture sequence by Bowen are the pupils may not truly be learning, if the learning becomes too predicate able, pupils may not gain clear knowledge about the skills they are supposed to master and, and it is hard for pupils to focus when done the picture sequence too often²⁷.

Based on the explanation above, the issues would be possibly faced by the pupils are literally too many. Most of the pupils are having the problem in learning speaking and using this media.

In this research, the researcher combined the theory of pupils' problem in learning speaking and the theory of pupils' problem in

²⁶ Simon Fuller, <http://ml.scribd.com/doc/71039586/Meningkatkan-Kemampuan-Menulis-Narasi-Melalui-Gambar-Berseri>, Accessed January 15th, 2017

²⁷ Betty Morgan Bowen, *Look here! Visual in Language Teaching*, (London: Essential Language Teaching Series, 1973), p.55

learning picture sequence media. In order to get a comprehensive data of the pupils' problems needed in this research.

b) Teachers' Problem in teaching speaking through Picture Sequence. Johnson said that there are some problems that would arise while implementing picture sequence. The first is this media would take a lot of time, many pupils are passive, teachers are concerned that there would be chaos In class, many pupils are not happy when told to work together with others, it takes the support facilities and equipment, it is difficult to find teaching material (picture sequence), it would cost quite a lot, and teachers need extra energy to be able to guide the pupils one by one.

Furthermore, some problems probably would arise while implementing picture sequence by Gerlach are the students' attention on the picture is more than on learned material, it takes time and costs much to provide attractive pictures, using small and unclear pictures may arise problems in the teaching-learning process since the pupils may misunderstand about the pictures²⁸.

Based on the explanation above, the researcher constructs the theory of teacher's problems in teaching speaking through picture sequence. So in this research, the researcher combined the theory of teacher's problems in teaching speaking with teacher's problems in teaching speaking through picture sequence.

2.2.9. The procedure of Teaching Speaking by Using Picture Sequence

According to Allen and Vallete, he present procedure of Picture Sequence class as follow:²⁹

²⁸ Vernon, S, Gerlach and Donald P. Emily, *Teaching and Media a Systematic Approach 2nd* (New Jersey: Prentice Hall), 1980, p. 277

²⁹ Vernon, S, Gerlach, and Donald P. Emily, *Teaching and Media a Systematic Approach 2nd* (New Jersey: Prentice Hall), 1980, p. 24

- a. The teacher greets the pupils
- b. The teacher gives the pupils background knowledge about picture sequence
- c. The teacher gives the pupils an example of using picture sequence
- d. The teacher shows the pupils the picture and then the teacher asks them about the activity of the picture sequence
- e. The teacher gives the pupils exercises used picture sequence

It means that the procedure of picture sequence according to Allen and Vallete is great, but the teacher must prepare a good quality of the picture. So the pupils will be feeling excited to study speaking through picture sequence and the teacher has to divide the groups fairly.

The following explanations are procedures of using picture sequence according to Harmaini.

1. Pre-teaching activities

- a) Teacher greets the pupils
- b) The teacher checks students' attendance
- c) The teacher introduces the new topic to the pupils
- d) The teacher shows the picture of the pupils and
- e) Ask the pupils some question related to the topic, for example: What picture is this?, What are people doing?

2. Whilst-teaching activities

- a) Ask the pupils to find out the correct word in each picture
- b) Explain the picture and pronounce vocabulary
- c) Pronounce the word and ask the pupils to repeat after the teacher and
- d) Ask the pupils to make a sentence based on the picture

3. Post-teaching activities

- a) Ask the pupils to make a sentence based on the picture
- b) Ask the pupils to complete the missing word and retell the story of the picture.³⁰

It means that procedures of using picture sequence according to Harmaini are great, but the teacher must show an interesting picture, so the students will feel excited to learn with picture sequence and the teacher should explain the topic clearly.

From those two previous procedures, the researcher constructs that the procedures or step of picture sequence becomes:

1. The teacher greets the pupils
2. The teacher checks students' attendance
3. The teacher introduces the pictures to the pupils
4. The teacher gives the pupils background knowledge about picture sequence
5. The teacher gives the pupils the example of telling a story using picture sequence, and
6. Ask the pupils some question related to the topic, for example: what picture is this? , what are people doing?
7. The teacher explains the role of doing it

In conclusion, the teacher needs to be having preparation well to apply picture sequence in the classroom, because in teaching speaking by using picture sequence, the teacher has to have good preparation such as clear picture and some interesting pictures to be told. So the pupils will not feel bored and excited to learn speaking by picture sequence.

³⁰ Fitrina Harmaini, *Journal FKIP Bung Hatta Vol 3 No 5: Teaching Speaking by Using Picture Sequence*, (Bukit Tinggi, Universitas Bung Hatta, 2014), p.7

CHAPTER III

RESEARCH METHOD

The researcher would like to present the research method. It covers with the research design, data, and source of data, research instrument, data collection technique and data analysis technique.

3.1. Research Design

Research method plays an important role in the research. Based on the problem and the objectives above, it is considered that the research design that will be suitable for applying in this research is Descriptive Qualitative Research. This is based on the purpose of the research and the nature of the problem. Qualitative research is an approach to research that produces descriptive data in the form of data written or spoken of the people and the agents were observed.³¹ The form of research is descriptive research which is conducted only intended to describe the state or status of the phenomenon in certain situations. In another source, descriptive is a study that intends to conduct inspections and measurements to certain symptoms.³²

In this research, the researcher analyzed the use of Picture Sequence method in teaching English. Then, the researcher analyzed more to get the contributions of the result of using Picture Sequence method to teach tenses.

3.2. Source of Data

Phillips and Stawarski stated that all key stakeholders are potential data sources. Perhaps the most important sources of data are the users of the solutions that are those directly involved in the application and implementation of the project or program.³³

³¹ Lexy J. Moleong, *Metode Penelitian Qualitative*, (Bandung: Pt RemajaRosdakarya, 2004), p.6

³² Abdurrohman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*. (Jakarta: PT. Rineka Cipta, 2006) p.97

³³ Patricia Pulliam Phillip & Cathy A. Stawarski, *Data Collection - Planning for and Collecting All Types of Data*, (San Fransisco: John Wiley & Sons, Inc, 2008), p. 93.

So this research got the data from many sources like books, sites which are related to the research but mostly the data was from the official students and the teacher. After getting the data from the website the researcher started to take data as the theory used.

3.3. Research Subject

The researcher selected the participants who know the phenomenon of the problem. The researcher used purposive sampling technique to choose the participants. Purposive sampling technique is the technique of selecting participants and sites intentionally to learn or understand the central phenomenon. The researcher chooses English speaking teacher and Training Class (TC) students at Basic English Course (BEC) Pare, Kediri as the participants of this research. Then, the researcher chooses speaking class as the sample of research because this class is already using the media to teach speaking based on the interview with the teacher.

3.4. Research Focus

This study focused on the media of teaching speaking by using Picture Sequence and the contribution for Training Class (TC) students a related to speaking subject. This study discussed the implementation of using the media mentioned to teach the students in speaking English.

3.5. Methods of Collecting Data

In the methodology, there are several techniques in collecting data, such as observation, interview, questionnaire, documentation, and test. Data is information which is got by a specific measurement. it is used as the underlayment in arrange logic argumentation to be fact.³⁴ In this research, the step is conducted with intention of gaining the data from beginning till the end of the teaching and learning process. Therefore, in this research, the researcher is going to conduct the observation, interview and questionnaire to receive data of this research. The steps are as follows:

³⁴ Abdurrohman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: PT. Rineka Cipta, 2006) p.104

a) Observation

Proper observation is used in this research which related to teaching and learning process, students activities and issues which may come. In this research, the researcher is as an observer to get the data needed. The researcher would not be involved directly in the classroom activity. The researcher makes a note during the teaching and learning process. In this case, the researcher was only taking notes, analyzes and make conferences about the object under the study. Nevertheless, before the teaching and learning begin, the teacher prepared a lesson plan and discusses the material.

b) Interview

In this interview, the researcher only interviewed the teacher. The researcher uses standardized open-ended interview. Gall in Turner stated that the standardized open-ended interview is extremely structured in terms of the wording of the questions. Participants are always asked identical questions, but the questions are worded so that responses are open-ended.³⁵ Because this open-endedness allows the participants to contribute as much detailed information as they want and this will also allow the researcher to urge probing questions as a means of follow-up. In addition, this interview was aimed to make sure about the final result of the observation and to obtain more data related to the research. The teacher is asked about his perspective of the activity process including their issues in teaching speaking.

c) Questionnaire

The researcher gave questionnaire to the students in order to get more participants, understand the further opinions, and to know

³⁵ Daniel W. Turner, *Qualitative Interview Design: A Practical Guide for Novice Investigator*, (Florida: Nova Southeastern University, 2010), p.756

the aspect that might influence to the students in the learning process and to confirm the answer which was given by their teacher. From collecting data through this technique, the researcher found the students respond toward the teaching and learning process in the classroom. The researcher distributed the questionnaire after the process of teaching and learning speaking through picture sequence.

In conducting this research, the researcher needed some references which were related to the study. There were several steps that the researcher was going to be doing in collecting the reference, as follows; Looking for books related to the study from the library and looking for any materials related with the study or internet. These were aimed to help the researcher in analyzing the data.

3.6. Research Instrument

In this research, the researcher used three types of instrument. They were observation guide, interview guide and questionnaire guide. The researcher conducted the observation to get the data of certain activity. The interview was used in collecting the data from the teacher to get the issues that were confronted by the teacher. And the last, to support the data and to get the issues that were confronted by students, the researcher used the questionnaire given to the students to confirm the answers.

a. Observation Guide

Observation is proper to be used in this research which is related to the teaching learning process, students' activity and issues which may come. Faisal in Sugiyono classified observation into three types, that "*participation observation, overt observation, covert observation and unstructured observation.*"³⁶ But in this research, the researcher will use participation to do observation. Participation observation has been divided into 4 groups by Sugiyono, those are, active participation,

³⁶ Sugiono, *Metode Penelitian Qualitative, Quantitative and R & D*, (Bandung Alfabeta,2001),p.310

moderate participation, passive participation, and full participation. From the four groups, the researcher used passive participation. In which, in this case, the researcher come to the place of the observed activity but did not get involved in these activities, the researcher observed the teaching-learning in the class by using note. In this case, the researcher uses an observation list (*see appendix 2*) from an English Lecture from UIN Walisongo named Nadiah Ma'mun, M.pd and to make the observation directed, the researcher used observation checklist.

b. Interview Guide

In the interview used in collecting the data, the researcher asked about his opinions of the activity process including problems faced in the use of picture sequence.

Table 3.1 Specification of Interview

Components of Interview	No	Total
Knowing the process of English teaching-learning activities, teaching-learning speaking and by using picture sequence	1,2,3	3
Knowing whether picture sequence can improve the students speaking skill	4,5,6	3
Knowing the teacher's problem during the process while applying picture sequence in teaching speaking	7,8	2

c. Questionnaire

In this research, the questionnaire which is used by the researcher is close-ended questions. Setiyadi states that close-ended is a question that does not need to consider whether it should be answered with a long answer to a short or wide. Only need to be answered correctly or incorrectly.³⁷ The kind of questionnaire gives freedom to the participant to answer the question given. The researcher gave questionnaire to the students. The questionnaire was printed from data including questions or

³⁷ Ibid,p.199

statements that were expected to respond. The researcher gave the questionnaire to the students in order to know the further opinions and to know the aspect that may influence the students learning process. From collecting the data through the questionnaire, the researcher found the respond of the student's toward the teaching and learning process.

Table 3.2 Specification of Questionnaire

Components of Questionnaire	No	Total
Knowing the students' motivation and interest in learning speaking	1	1
Knowing the students' improvement in learning speaking	2,3	2
Knowing the students, problems in learning speaking	4	1

3.7. Data Analysis Technique

The researcher used descriptive qualitative method. It meant that the research is based on the characteristics of phenomena and the data analyzed using the description not numbers.

According to *Miles* and *Huberman*, qualitative data is rich in descriptions and it can explain the process. Nevertheless, because its existence in the form of words, sentences, and paragraphs does not seldom seem difficult to distinguish between data and personal impressions. In this research, the steps of analyzing the data are as follow³⁸:

3.7.1. Data Reduction

The reduction of the data in this research means as the process of selecting, abstracting, and simplify the data gained from the note of the interview and observation. Then this summary will be analyzed to seek the important information, group the data, and select the data which are needed and arrange the data to the proper format so that

³⁸ Mathew B. Miles and A.Michael Huberman, *Qualitative Data Analysis*, (California: Sage Publication, 1994),p.12

they give meaningful result and conclusion.³⁹

3.7.2. Data Display

The next stage is to display the data from the result of the data reduction. The information gains from observation, interview, and questionnaire will be gathered and organized according to the research focus. Data displays include many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and their draw justified conclusions or move on to the next step of analysis the display suggests may be useful.

3.7.3. Conclusion and Verification

The last stage of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Throughout the research process, the investigator will be making various inform evaluations and decisions about the study and the data. Sometimes these evaluations and decisions have arisen as a result of data as they are Collected (based on observations in the field, statements made during the interview, observation of pattern in various documents, etc)⁴⁰

In this research, the researcher used the steps of analyzing the data based on the explanation above, such as data reduction to seek the important information, group the data and select the data which are needed, Data display to see what is happening and justified conclusions. It may involve summary. And the last is conclusion drawing/verification that a result of data as the researcher collected based on observation.

³⁹ Mohammad Ali and Muhammad Asrori, *Metodologi & Aplikasi Riset Pendidikan*, (Jakarta: Bumi Aksara, 2014), p. 288.

⁴⁰ Bruce L Berg, *Qualitative Research Methods for The Social Science* (Borston: Pearson Education, 2001),p. 35-36

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents findings and discussion which would describe the teaching and learning process in some classes in Training Class (TC) at Basic English Course (BEC) in terms of the use of picture sequence in teaching-learning process, students' problems in learning speaking, and teacher's problems in teaching speaking by using picture sequence.

4.1. Research Finding

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.⁴¹ At the display stage, additional higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. In this case, the analysis was done based on data collected by each instrument.

1. The Teaching and Learning Process by Using Picture Sequence

Regarding all teaching-learning process, the researcher found 3 varied activities using picture sequences.

a) Activity 1

i. Material

Sentence Requirements Common Mistake Check List

ii. Type of Picture Sequence

⁴¹ Bruce L Berg, *Qualitative Research Methods for The Social Science* (Borston: Pearson Education, 2001),p11



Figure 4.1 Kite

iii. Sequence of Activities

The process of teaching learning by using picture sequence was the first the teacher opened the class by praying and then the teacher started the class by greeting the students and checked the students' attendance and built good relationship or made small talk with giving motivation to students before starting the lesson like asking "how's your day today?", "what did you study yesterday" and soon. Then the teacher gave some questions about the previous material to make sure students' understanding. Afterwards, the teacher introduce the new material about "Sentence Requirements Common Mistake Check List" and directly the teacher instruct the students to open the material which is already compiled in the handbook made by the teacher (*see appendix 7*). After the teacher taught about the next material, the teacher also gave some oral questions to make sure students' understanding and continued by giving written questions to the students. After the students had done answering the questions, the students were asked to correct together the answer with the teacher.

In the middle of the class, the teacher asked one student to do telling story by using picture sequence which was already told by the teacher. Before the student told the story, the teacher asked the student's written story to the teacher. While the student was telling the story, the teacher corrected the students written story. After the telling story was done, the teacher gave some corrections to the student's oral and written story about the picture sequence displayed. The teacher did the same thing to some students to do so.

After the time was almost finished, the teacher showed the next picture sequence to the students which was about to be telling in the next meeting. The teacher also instructed the students to make written story consisted of 10 sentences. Before the teacher closed the meeting, the teacher checked student's understanding and finally closed the meeting by giving motivation and praying

b) Activity 2

i. Material

Tense Usage Points to Remember

ii. Type of Picture Sequence



Figure 4.2 Turtle

iii. Sequence of Activities

The process of teaching learning by using picture sequence was the first the teacher opened the class by praying and then, The teacher started the class by greeting the students and checked the students' attendance and built good relationship or made small talk with students before starting the lesson like asking “how’s your day today?”, “what did you study yesterday” and soon. Then the teacher gave some questions about the previous material to make sure students’ understanding. Afterwards, the teacher introduce the new material about “Tense Usage Points to Remember“ and directly the teacher instruct the students to open the material which is already compiled in the handbook made by the teacher (*see appendix 7*). After the teacher taught about the next material, the teacher also gave some oral questions to make sure students’ understanding and continued by giving written questions to the students. After the students had done answering the questions, the students were asked to correct together the answer with the teacher.

In the middle of the class, the teacher asked one student to do telling story by using picture sequence which was already told by

the teacher. Before the student told the story, the teacher asked the student's written story to the teacher. While the student was telling the story, the teacher corrected the students written story. After the telling story was done, the teacher gave some corrections to the student's oral and written story about the picture sequence displayed. The teacher did the same thing to some students to do so.

After the time was almost finished, the teacher showed the next picture sequence to the students which was about to be telling in the next meeting. The teacher also instructed the students to make written story consisted of 10 sentences. Before the teacher closed the meeting, the teacher checked student's understanding and finally closed the meeting by giving motivation and praying

c) Activity 3

i. Material

Kinds of Sentence, Idea Sources

ii. Type of Picture Sequence



Figure 4.3 Confusion

iii. Sequence of Activities

The process of teaching learning by using picture sequence was the first the teacher opened the class by praying and then, The teacher started the class by greeting the students and checked the students' attendance and built good relationship or made small talk with students before starting the lesson like asking “how’s your day today?”, “what did you study yesterday” and soon. Then the teacher gave some questions about the previous material to make sure students’ understanding. Afterwards, the teacher introduce the new material about “Kinds of Sentence “ and directly the teacher instruct the students to open the material which is already compiled in the handbook made by the teacher (*see appendix 7*). After the teacher taught about the next material, the teacher also gave some oral questions to make sure students’ understanding and continued by giving written questions to the students. After the students had done answering the questions, the students were asked to correct together the answer with the teacher.

In the middle of the class, the teacher asked one student to do telling story by using picture sequence which was already told by the teacher. Before the student told the story, the teacher asked the student’s written story to the teacher. While the student was telling the story, the teacher corrected the students written story. After the telling story was done, the teacher gave some corrections to the student’s oral and written story about the picture sequence displayed. The teacher did the same thing to some students to do so.

In giving score the teacher was taking from some of the aspects. For the students writing story, the teacher took score from the structure and punctuation while in students’ telling story,

the teacher was taking assessment from students pronunciation, fluency, controlling, and accent.

After the time was almost finished, the teacher showed the next picture sequence to the students which was about to be telling in the next meeting. The teacher also instructed the students to make written story consisted of 10 sentences. Before the teacher closed the meeting, the teacher checked student's understanding and finally closed the meeting by giving motivation and praying. This process was done for almost all the meeting which was written in the lesson plan (*see Appendix 6*).

Based on the questionnaire (*see appendix 3*), the researcher could conclude that picture sequence can help students in learning speaking in terms of building and organizing ideas. The data regarding the opinion are put in the table below.

Table 4.1 The Data of Questionnaire Number 2 and 3

Question Number	Number of Students' Answer		Percentage
	Yes	No	
2	30	0	100%
3	29	1	97%

Source: Recapitulation of students' answer sheet from questionnaire number 2 and 3.

Based on the answer of question number 2, it was found that there were 30 students interviewed. (100%) answered that picture sequence can ease their speaking learning process. This data could be seen that the students were answering with some short expressions in the question "do

you think this technique eases your learning English speaking process?" by answering "yes, of course", "yes, I do", "yes, it eases me", "absolutely yes", etc.

Based on the answer of question number 3, it was also found that from 29 students they are all (97%) answered that picture sequence can help their speaking learning process. This data could be seen that the students were giving response to the question "do you think this technique helps your learning English speaking process?" by answering "certainly", "of course", "yes, I do", etc. While one student was answering "No, but I think practice speaking every day helps a lot in learning English speaking" this answer could be stated that the student didn't agree that picture sequence helps to learn English speaking, but he thought that practicing English speaking is helping more. But, from the whole result of those questions could be concluded that the process helped and ease students in learning.

2. The Teacher's Problem

To know the teacher's problem, the researcher employed interview. The interview was given to the teacher to know his opinion about the process of teaching-learning using picture sequence, students' problems and his problems in teaching speaking in the classroom. There were five questions that the researcher asked in the interview. Question 1,2,3 were talking about the process of teaching-learning speaking and about the process of teaching-learning speaking, question number 4 was talking about teacher's problem in teaching speaking, and question number 5 was talking about students' problem in learning speaking by using picture sequence.

From question number 4, we could know the problems of the teacher in teaching speaking using picture sequence. In the interview, he mentioned four problems that he found in teaching "*Correcting the students spoken immediately as the students are speaking, asking the*

students to correct the students' mistaken spoken in good pronunciation, asking the students to repeat as what the teacher corrects directly, and hearing the students' sound spoken because the students have a very different sound and strange accents.

From question number 5, we could know the problems of the students in learning speaking using picture sequence. In the interview, the teacher mentioned four problems that he found. *“the students may get difficulty to understand what the picture tells about, the students may get difficulty to apply the lessons given or explained through the picture sequence, the students may get difficulty to begin what the picture tells about, the students may get difficulty when speaking because the students only look at the picture not listening”*

Those are the clear answer from the interview to the teacher about teaching-learning process, teacher problem, and students' problem in teaching and learning by using picture sequence.

3. The Students' Problem

Students had some difficulties in learning speaking by using picture sequence, it was shown from the questionnaire which were consisted of 4 questions (*see appendix 3*). The researcher could identify that most of the students had problems in their English structure and vocabulary which could be seen in the table below.

Table 4.2 The Data of Questionnaire Number 4

Question Number	Students' Problem					
	V	C	S	P	I	N
4	10	2	12	5	6	2
Total	33%	7%	40%	17%	20%	7%

Note: V: Vocabulary, C: Confident, S: Structure,
P: Pronunciation, I: Idea

Source: Recapitulation of students' answer sheet from questionnaire number 2 and 3.

Based on the answer of the question number 4, it could be said that only 2 students didn't have any problem in using picture sequence to learn speaking while 28 students had some problems on their own. The table showed that 10 out of 30 students had problem in their vocabulary. It was stated that the students said "when I speak, sometimes I forget about the vocabulary", "sometimes I don't know about the vocabulary", "less vocab". etc. 2 students had their problem in confident which was stated in the questionnaire by saying "less confident", "I didn't have good confidence", 12 students had their problem on English structure which was stated in the questionnaire by saying "arrange correct sentence", "when I speak, I couldn't control my grammar well", "I can not control my grammar sometimes", etc. 5 students had their problem in pronunciation which was stated in the questionnaire by saying "I was difficult about pronunciation", "I am difficult in the pronounsation", etc. and the other problem that the students faced was idea. There were 6 students stated that they had their problems on finding idea to tell story through the picture which was stated in the questionnaire by saying "I didn't have idea to imagnate that picture", "Imagination" etc. these all statements clearly stated that students have some problem in telling story by using picture sequence in learning speaking.

4.2. Discussion

4.2.1 Report

The researcher had done the research through observation, interview, and questionnaire. The researcher found out some results of the research in the process of using picture sequence technique in teaching speaking at Basic English Course (BEC) Pare, East Java.

In investigating the process of implementing picture sequence technique in teaching speaking, the researcher used three instruments in collecting the

data. They are observation, interview, and questionnaire. The research was conducted to four classes they are C, D, G, and H Class. The instruments of the research which were consisted of observation, questionnaire, and interview had been done to know the process of teaching-learning speaking by using picture sequence, the problems faced by teacher and students in teaching and learning speaking through picture sequence.

In observation, the researcher observed the process of using picture sequence technique in teaching learning activity in the class by observing both the teacher and the students. Then the researcher gave questionnaire to the students to know their response to the implementation of picture sequence and also the problems they faced in the process of teaching-learning activity. In doing the interview, the researcher interviewed the teacher to know the students and teacher's problem in teaching-learning speaking by using picture sequence and to support the data of observation and questionnaire.

The researcher had conducted the research to Training Class (TC) Students of Basic English Course (BEC) Pare, East Java on 11th 2017 to 17th December 2018. In this research the researcher enclosed the schedule of works as follows:

1. The researcher met the owner to get permission to do research at Basic English Course (BEC). And then the researcher met the English teacher Mr. Sali Saleh, S.Pd, to also ask permission and continued by discussing the schedule to do research.
2. The researcher conducted the observation and distributed the questionnaire to C and D Class.
3. The researcher conducted the observation and distributed the questionnaire to G and H Class.

The researcher conducted the interview to the speaking teacher Mr. Sali Saleh.

4.2.2. Reduction

Data reduction is the first component or level in the model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured. In this case, the researcher selected which data that were used in his research. They were three instruments used to collect the data: observation, interview, and questionnaire. Observation became the key instrument in this research, whereas interview and questionnaire became the supporting instrument. In this step, the researcher analyzed the data based on each instrument.

1. Reduction of Observation

The researcher employed an observation. The observation was conducted to know the process of teaching speaking by using picture sequence which was conducted in four classes. In every class, the teacher was teaching the same way and the same material. The researcher observed to know the process of teaching speaking by using picture sequence, the teacher's and students' problem during teaching speaking by using picture sequence. In the observation process, the researcher prepared the observation checklist which was made from one of English lecturer in UIN Semarang⁴² (*see appendix 2*) and documentation the teaching and learning process.

The researcher conducted the observation to four classes which were using picture sequence as the media in teaching learning process in Basic English Course (BEC) Pare. The classes were

⁴² Ma'mun Nadiah, *The Effect of Teaching Strategies and Speaking Skill on the Teaching Practice of English Education Department Students*, LP2M, (UIN Walisongo Semarang 2018), p.81-84

started in the morning and in the afternoon. Both class D and H were conducted in the morning from 10:00 to 11:30 am while class C and G were conducted in the afternoon from 13:30 to 15:00 pm. Before teaching and learning began, the teacher prepared material in advanced. The teacher started the class by greeting the students and checked the students' attendance and built good relationship or made small talk with students before starting the lesson. After that, the teacher introduced the new material about picture sequence which is all compiled in the book named "Describing Picture Handbook" (*see appendix 7*) and technique that would be taught. The lesson started with the teacher gives the students background knowledge about the picture sequence and the teacher gave some explanation and sudden questions to the students. In the teaching-learning process, the students and the teacher were all using English so the teacher would sometime correct students' their pronunciation. And then the teacher asked the students to make ten sentences about the picture displayed related to the material taught. Then the students had to tell the story based on the students writing.

2. Reduction of Interview

To support the data of observation, the researcher employed interview to the teacher in order to investigate the problems faced by the teacher and during the teaching and learning speaking by using picture sequence technique. There were five questions that the researcher asked the teacher (*see appendix 4*). The first point of the interview was to know the general process of English teaching-learning speaking that was consisted of three questions. The second point of the interview was to know the teachers' problems in teaching speaking by using picture sequence that was consisted of one question. The third point of the interview was to know the

students' problems during the process of learning speaking by using picture sequence that consisted of one question.

3. Reduction of Questionnaire

The researcher also employed questionnaire to support the data from observation and interview data. The questionnaire consisted of four questions. The question number 2 and number 3 were to know the process of the learning speaking and question number 4 was to know the students' problems in learning speaking through using picture sequence. But, the first question which was to know the students' motivation in learning speaking by using picture. This data was reduced because the data did not answer the formulations of this research that wanted to know the process, teacher and students' problems in using picture sequence technique.

Based on the questionnaire data number one was used to know students' motivation in learning English speaking. Based on the answer of the question, they were various reasons came such as the students wanted to be able to work abroad, wanted to be able to make their parents proud, and etc but most of them they want to learn speaking because they know if English is international language so by learning speaking they can speak to people all around the world.

Those are the result of the questionnaire from the question which were reduced, because to know students' problem in learning speaking through picture sequence could be got from the questions number 4 which is answering research question number 3 while to answer research question number 1 about the process of learning speaking by using picture sequence could be got from the questionnaire number 2 and 3. The result can be seen in data display.

4.3. Conclusion by Drawing / Verification

Conclusion drawing/verification is the third component or level in the model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problem, and the students' problems in teaching and learning speaking by using picture sequence.

1. The process of teaching speaking by using picture sequence technique

Teaching and learning process was done in four classes to Training Class (TC) students. The researcher employed an observation, interview and questionnaire to know the process during teaching speaking by using picture sequence technique. Observing teaching by using picture sequence technique was done. In four classes the teacher ran the same way and done the seven-step of teaching by Nadiah Ma'mun. But the teacher did not make reflection in the closing stage and did not ask the student to make conclusion. In this step, the teacher made sure students understanding by asking some questions related to material explained.

2. The teacher's problem in teaching speaking by using picture sequence

The teacher did the teaching steps smoothly. It means that the teacher was competent but he still had difficulties in teaching speaking by picture sequence. Based on the result of interview and observation could be concluded that the problems faced by the English teacher, they are:

- a. Correcting the students spoken immediately as the students are speaking.

It was shown when the teacher was about to correct students' mistake, the students did not hear it because the student focus on the picture and the story.

- b. Asking the students to correct the students' mistaken spoken in good pronunciation.

This problem occurred because most of the students were feeling not sure what they know and shy to say it.

- c. Asking the students to repeat as what the teacher corrects directly.

This problem was the same reason as the problem number two, this problem occurred because the students were feeling shy and they did not repeat it properly.

- d. Hearing the students' sound spoken because the students have a very different sound and strange accents.

The teacher had students from different cities in Indonesia which made the students had their own way in pronouncing the English words which made the teacher feeling difficult to understand students' speaking.

3. The students' problem in learning speaking by using picture sequence

The researcher employed a questionnaire to know the student's problem in learning speaking. there were 4 questions in the questionnaire. Question number 1 was asking about the motivation of students learning speaking, question number 2 and three were asking about students thought about the technique in their learning process and question number 4 was talking about the students' problem in learning speaking by using picture sequence.

According to Azwani, that there are some problems in learning speaking, Based on result of questionnaire answered by the students, the problems that related to with the theory stated by Azwani, Simon Fuller and Bowen could be concluded that the problems faced by students, they are: they are lack of confidence in speaking in front of their friends, they think of vocabulary learning as knowing the primary

meaning of new words that are gotten only from textbooks or from the teacher, so it was difficult for them to use the words based on the appropriate context like the pronunciation, students had difficulty to saw these picture clearly and the students hard to express their ideas and opinions in accordance with the sequence images. Most of the problems faced by the students in learning speaking by using picture sequence technique were happened. Instead, the students had more problem like feeling difficulties in making sentence with the correct structure taught by the teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting data and analyzing the result of the research, the researcher draws some conclusions and suggestions in teaching and learning speaking by using picture sequence technique.

5.1 Conclusion

The process of teaching and learning speaking by using picture sequence technique was running well. Based on the observation list, the teacher did implement the steps of teaching by using picture sequence. But there are two steps which the teacher did not do in the teaching-learning process like making reflection and asking the student to make conclusion but in term of making sure students' understanding, the teacher did it in the other way by asking students some questions related to the teachers' explanation. The students stated that the teaching learning process by using picture sequence could ease and help the students in learning speaking. In fact, picture sequence can help and ease students in learning speaking.

The teacher's problems in teaching and learning speaking by using picture sequence were the students understanding, not all of the students know the story in the picture so it made the teacher need to tell and give more example of the story, asking the students to correct the other students' mistaken pronunciation in proper pronunciation, inviting the students to repeat the teachers correction, and listening to the students speaking because the students have a very different sound and strange accents when they were telling the story. Sound and accent were the complex problems faced by the teacher because this problem came from students characteristics who are coming from many different places around

Indonesia. So, the teacher could not impose the students to be having the same sound and accent.

The students' problem in learning speaking by using picture sequence were coming from the students. They have difficulties in getting idea to make story through the picture. The students had lack of confidence to tell the story in front of the friends, most had difficulties in their English structure, pronunciation, and vocabulary

5.2 Suggestion

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

5.2.1 For the teacher

- a. The teacher should give more chances to the students to tell the story not only to make their confident built but also to make students having more practice in using English structure.
- b. The teacher should provide some of the common vocabularies used in the picture and also giving students drilling to the proper pronunciation.

5.2.2 For the students

- a. The students should learn and practice more on their own to be ready in their turn to tell a story in the classroom. This will help students vocabulary, structure, pronunciation and confident in telling story.
- b. The students should be more creative to look some of the reference about the picture sequence shown for the next meeting in order to have some more idea in telling it.

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APPENDIX 1
PICTURES OF TC STUDENTS



Picture 1: Teacher's Explanation



Picture 2: Students' Preparation



Pictr 3: Teacher's Checking



Pictr 4: Some Pictures Sequence used



Picture 5: TC students with the researcher



Picture 6: TC teacher with the researcher

APPENDIX 2

Observation List

Aspect	Indicator	Yes	No	Note
1. Opening a lesson (a)	1. Teacher motivates and makes students ready to learn	✓	✗	
	2. Teacher explains the learning goals	✓	✗	
	3. Teachers explains how the presented material is related to the previous one	✓	✗	
	4. Teacher explains the techniques and the stages of learning	✓	✗	
	5. Teacher informs the scope of assessment	✓	✗	
Jumlah	5 items	5	0	
2. Organizing the activity using Picture Sequence (b)	1. Activities are learner centred (SCL)	✓	✗	
	2. Activities facilitate the learning of knowledge	✓	✗	
	3. Activities facilitate the learning of skill	✓	✗	
	4. The activities develop students' speaking skill	✓	✗	
	5. The activities develop students' creativity	✓	✗	
	6. The activities develop students' spiritual attitude	✓	✗	
	7. The activities develop students' social attitude	✓	✗	
	7 items	7	0	
3. Using Picture Sequence (c)	1. Teacher uses Picture Sequence	✓	✗	
	2. Teacher uses varied Pictures	✓	✗	

	3. The implemented media engage students in the learning process	✓	✕	
	4. Giving illustration in using Picture Sequence	✓	✕	
	5. Guiding students in using Picture Sequence	✓	✕	
	6. Giving feedback about using Picture Sequence	✓	✕	
	6 items	6	0	
4. Using communicative language (d)	1. Using comprehensible language	✓	✕	
	2. Using correct language (word choice, grammar)	✓	✕	
	3. Using correct pronunciation, stress, and intonation	✓	✕	
	3 items	3	0	
5. Motivating students (e)	1. Having classroom setting which supports learning	✓	✕	
	2. Guiding students to understand the spoken story of the other students	✓	✕	
	3. Ensuring students to prepare their own stories for the next meeting	✓	✕	
	4. Providing a chance of asking and giving questions	✓	✕	
	4 items	4	0	
6. Using time effectively (f)	1. Managing time effectively to implement Picture Sequence	✓	✕	

	2. giving students maximum time in telling the story	✓	✗	
	2 items	2	0	
7. Closing a lesson (g)	1. Teacher asks students to make conclusion in the closing stage	✗	✓	
	2. Teacher asks students to make reflection in the closing stage	✗	✓	
	3. Teacher checks students' understanding	✓	✗	
	4. Teacher informs what to learn and/or gives assignments for the coming learning	✓	✗	
	4 items	2	2	
Total	27 items	25	2	

APPENDIX 3

Questionnaire 1

Questionnaire

Name : M. Hapitz Thor Pils
Class : A
Phone Number : 0852 3666 6539
Date of birth : 15 June 2000
Hometown : Butai

1. What is your motivation in learning English speaking skill?

Answer :

I can speak English, it means in the future,
this world will be in my right hand

2. Do you think this technique eases your learning English speaking process?

Answer :

yes, of course, coz ~~we~~ this technique learn us
step by step.

3. Do you think that this technique helps a lot in learning English speaking?

Answer :

yes, absolutely, coz in learning we need
more practice

4. What are the problems do you have when learning English speaking through picture sequence?

Answer :

my problems did I get when ~~do~~ learning English
speaking are, less confidence and less vocabularies.

Questionnaire 2

Questionnaire

Name : Syafa'atul Ilmi
Class : A
Phone Number : 085706666127
Date of birth : 26th April 1999
Hometown : Mojokerto

1. What is your motivation in learning English speaking skill?

Answer :

My motivation is all of BEC's students who can speak english fluently .
moreover our teacher . and I want to speak with foreigner fluently .

2. Do you think this technique eases your learning English speaking process?

Answer :

Yes , this techniques makes our speaking better
because we are used to speaking up .

3. Do you think that this technique helps a lot in learning English speaking?

Answer :

Yes . this technique make us to know more or memorize vocabulary more .

4. What are the problems do you have when learning English speaking through picture sequence?

Answer :

Less vocab

APPENDIX 4

Transcript of Teacher's Interview

1. How is the students' process in learning English speaking skill?

- 1. Students are trying to speak after they had heard from the teacher taught*
- 2. Students are speaking in front of their friends*
- 3. Students are exploring their ideas through what the pictures tell about*
- 4. Students are trying to tell the pictures as good as possible*
- 5. Students are repeating some corrections given from the teacher when they are speaking at the same time*
- 6. Students are expressing their ideas to tell the pictures carefully*
- 7. Students are gesturing while speaking to tell the pictures*
- 8. Students are trying to speak in nice intonation, good grammar, and fluency.*

2. How is the improvement of students' English speaking skill?

- 1. Students are speaking confidently*
- 2. Students are trying to lose the nervousness while speaking*
- 3. Students are brave to explore their ideas when speaking*
- 4. Students never give up to speak even they get difficulty in speaking*

5. How is the teacher's process in teaching English speaking skill?

There are 6 Steps

- 1. The teacher gives some lessons that support speaking skill and explains by speaking and writing as well.*
- 2. The teacher asks to make an example about the lesson given by speaking.*
- 3. The teacher gives an example of lessons applied by speaking.*
- 4. The teacher asks the students to repeat what the teacher has applied by speaking.*
- 5. The teacher asks the students to practice in front with the lesson applied from teacher by speaking.*
- 6. The teacher hears, analyses and corrects the mistakes that may happen directly to the student's spoken by speaking.*

6. What are teacher's problems in teaching speaking skill through picture sequence?

There are

- 1. Correcting the students spoken immediately as the students are speaking.*

2. *Asking the students to correct the students' mistaken spoken in good pronunciation.*
3. *Asking the students to repeat as what the teacher corrects directly.*
4. *Hearing the students' sound spoken because the students have a very different sound and strange accents.*

7. What are students' problems in learning speaking skill through picture sequence?

There are

1. *The students may get difficulty to understand what the picture tells about.*
2. *The students may get difficulty to apply the lesson given or explained through the picture sequence.*
3. *The students may get difficulty to begin what the picture tells about.*
4. *The students may get difficulty when speaking because the students only look at the picture not listening.*

APPENDIX 5

List of Respondents

No.	Respondent	Class	Hometown
1.	M. Hafidz Noor Rois	A	Kutai
2.	Syafa'atul Ilmi	A	Mojokerto
3.	Bagus Khafifudin	B	Lamongan
4.	Ferian Ali Syahbana	B	Surabaya
5.	M. Najmi Fuadi	B	Brebes
6.	Rizky Kumalasari	B	Probolinggo
7.	Sena Achmad Hasyim H	B	Kediri
8.	Farrel Rifai A	C	Jakarta
9.	M. Fiqi Khoiruddin	C	Mojokerto
10.	Miftahatun Nuriyah	C	Bojonegoro
11.	Mutiara Eka Rahayu	C	Tulungagung
12.	Nadhiyatun Kamilah	C	Malang
13.	Wihartanti	C	Kendal
14.	Mila Amanatus S	D	Tulungagung
15.	M. Ikhsan Anfasya	D	Wonogiri
16.	Dea Rahma Azhura	E	Kendal
17.	Khabiburrahman Ikhsan	E	Jombang
18.	Lutvi Sri Agustina	E	Blitar
19.	M. Izhar Hasan	E	Makassar
20.	Rini Yudiyani	E	Kendal
21.	Siefanny Puspita Ningrum	E	Gresik
22.	Akbar Fatikhul Khoir	F	Kediri
23.	Dewi Aisyatur R.	F	Probolinggo
24.	Kharisma balqist Nabilah	F	Surabaya
25.	Muslihatun	F	Temanggung

26.	Shalahudin	F	Banyumas
27.	Ali Imron Syahroni	G	Probolinggo
28.	Lutfirulloh	G	Lampung
29.	Hariati	H	Kediri
30	Ulfa Ni,matin	F	Kediri

APPENDIX 6

LESSON PLAN

Place : BEC (Basic English Course)
Main Discussion : Describing Picture
Class/Level : A/3rd
Time : 90 Minutes
Material : Speaking

I. Standard Competence

Speaking

Understanding the meaning of the funny picture describing that agree with their own words to access the knowledge

II. Basic Competence

Responding the meaning and steps rhetorical of the funny picture describing in formal or formal situation through oral speech

III. Indicator

- Identifying the words that students read from hand out
- Estimating the information from the picture describing
- Be able to present what the picture tells about
- Speak confidently in front of public

IV. Moral Value and Character Nation

- Friendly
- Communicative
- Curious
- Democratic
- Autodidact
- Hard work
- Self-confidence

V. Goals of learning

At the end of learning the students are able to;

- Identify the words that students make by themselves through teacher's explanation.
- Estimate the information from picture.
- Present what the picture tells about.

- Speak monolog or dialog about the picture describing.

VI. Material



Instruction: Please notice the picture and describe as can as you want through small paper as description text. It may be story or description text. Then practice in front not to see your paper!

In a lonely village, there was a small family, a father and his son. One day they wanted to go to the traditional market by riding a donkey. The father guided the donkey and his son rode on it.

“Hey where are they going to?” some people said.

A few minutes the father and the son passed the book shop at the time his father was riding the donkey and his son was walking behind them. “It’s impolite of his father, let his son walk.” the shop-keeper said.

“Hey do you have a pity on your donkey?” Some people said.

The father and son just rode their donkey nicely. They stop riding for tree miles and guided their donkey by pulling the donkeys’ string. Finally they got home at evening.

(it was taken from one of students’ descriptions)

Additional material: (Hand out)

Compounding

The following words are commonly used in compounding:

and	not only ... but also ... both...and...
or	neither ...nor ...
but	either ... or ...

Examples :

1. He introduces himself and offers his help. (2 verbs/predicates)
2. He not only introduces himself but also offers his help.
3. He is handsome but cruel. (2 adjectives/complements)
4. Did he come by train or by bus? (2 prepositional phrase/adverbials)
5. She was neither beautiful nor rich. (2 adjectives/complements)
6. We bought both a house and a car. (2 nouns/objects)
7. We will buy either this car or that car? (2 nouns/objects)
8. Either you pay your debt or I will report you. (2 clauses)
9. Both the teacher and the students always come on time. (2 nouns/subjects)
10. I want to make you happy and relaxed. (2 adjectives/complements)

Telling two activities in the past

1. Two activities happening at the same time.

(Past Continuous when/while/as Past Continuous)

Examples: I was watching TV while he was washing up.

He was sleeping as her mother was cooking.

2. Two activities one of which interrupted the other. (use Simple Past for the

activity that interrupted)

(Simple Past as/while/when Past Continuous)

Examples: When I was sleeping, it started raining.

My friend visited me as I was working.

3. Two activities one of which happened before the other. (use Past Perfect for the activity that happened before)

(Past Perfect before/when Simple Past)

Examples: She had left when I arrived.

He had seen the film before we invited him to the theatre.

VII. Learning activities

Steps	Teacher	Student	Time
Pre	<ol style="list-style-type: none">Greeting, praying and check present list (religious, responsible)Giving a little motivation and stimulating the material to students (care about, socialist)Reviewing previous material for a while (loving or maintaining knowledge)	<ol style="list-style-type: none">Greeting, praying and saying 'present.' (religious, responsible)Receiving the motivation and being motivated (care and friendly)Remembering the previous material (loving knowledge)	15 minutes
Core	Structured activity: <i>Exploration</i> <ol style="list-style-type: none">Work through some materials from hand	<ol style="list-style-type: none">Concentrating and get	60 minutes

	<p>out that usually used in describing picture (curious)</p> <p>2. Reading and explaining some materials from hand out accurately (hard work)</p> <p><i>Elaboration</i></p> <p>1. Identifying some expressions or sentences used in hand out (curious and responsible)</p> <p>2. Giving some sudden questions to students about the materials in hand out (democratic)</p> <p>3. Asking students to read and understand the story (responsible)</p> <p>4. Directly giving correct pronunciation accurately (hard work)</p> <p>5. Asking students to write description as</p>	<p>serious to understand (curious and hard work)</p> <p>2. Pay attention the teacher reads and explains (curious)</p> <p>1. Understanding the expression or sentences (discipline and hard work)</p> <p>2. Answering the question as can as possible from teacher immediately (confidence and responsible)</p> <p>3. Reading and trying to understand (responsible)</p> <p>4. Repeating after teacher says well (enthusiasm)</p> <p>5. Making the description from their own thought</p>	
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	<p>they can and agree with the picture given (responsible)</p> <p>6. Asking students to practice with their partner on their seat (careful)</p> <p>7. Calling students one by one to describe the picture (responsible)</p> <p><i>Confirmation</i></p> <p>1. Respecting or answering questions from students (responsible and autonomous)</p>	<p>6. Practicing their description with seeing the writing nicely (hard work, friendly)</p> <p>7. Describing picture and expressing their English (responsible and friendly)</p> <p>1. Asking some questions appropriately from what picture tells about (autonomous and discipline)</p>	
Post	<p>1. Asking some difficulties during study</p> <p>2. Concluding the material taught</p> <p>3. Doing reflection</p> <p>4. Giving motivation to lower students that can not understand</p>	<p>1. Asking some difficulties (open minded or free)</p> <p>2. Listening and paying attention (discipline)</p> <p>3. Paying attention</p> <p>4. Receiving the motivation (friendly and open minded)</p>	15 minutes

	<p>the material yet</p> <p>5. Closing class, praying and greeting</p> <p>Unstructured activity</p> <p>Giving students home work to read and study the hand out given.</p> <p>Sometimes singing a song together (it can be at pre or post activity)</p>	<p>5. Praying and greeting (religious and friendly)</p>	
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A. Pre-activity:

- Open the class through greeting
- Check students
- Giving taught lessons by warming up or brainstorming

B. Core-activity:

- Students pay attention to the teacher's explanation through a hand out given.
- Students pay attention to the way to pronounce and intonation that teacher reads and explains accurately.
- Students repeat after teacher.
- Students make description that agrees with the picture given.
- Students practice with their partners without seeing their description.
- Students describe the picture given.

C. Post-activity:

- Students are asked to give some question or to correct what the teacher says.
- Teacher assesses their speaking (correcting their speaking).
- Teacher does interrelationship toward the material that has been learnt or done.

- Teacher closes the class and gives home work for the following meeting.
- Teacher motivates and greets students.

VIII. Resources

- Hand out (Let's write, Betty, Oxford dict.)
- Markers and chalks
- Black and white boards

(it was adopted from Saleh Sali, The Comparative Study Between The Speaking Skill Taught by Describing Pictures and Retelling Stories of BEC Students in Pare Kediri, Universitas Islam Kadiri, 2012)

List of Lesson Plan

INTERMEDIATE 2 LESSON PLAN

MEETING	MATTERS	NOTE
1	ORIENTATION + PS 1	
2	PRE TEST	
3	SENTENCE REQUIREMENTS, COMMON MISTAKE CHECK LIST AND DP 1	DP HANDBOOK HAND OUT
4	TENSE USAGE, POINTS TO REMEMBER AND DP 2	HAND OUT
5	KINDS OF SENTENCES, IDEA SOURCES, AND DP 3 + PS 2	DP HANDBOOK
6	LISTENING, TENSE CONSISTENCY, INCLUDING DIALOG AND DP 1	HAND OUT DP HANDBOOK
7	FIXED PREPOSITION AND DP 2	HAND OUT DP HANDBOOK
8	COMPOUNDING, TELLING TWO ACTIVITIES IN THE PAST AND DP 3 + PS 3	HAND OUT
9	ARTICLES AND THEIR USE, DP 1	HAND OUT
10	TEST 1	
11	DPS, WRONG LANGUAGE STRUCTURE + PS 4	HAND OUT
12	COMMONLY MISTAKEN SENTENCE STRUCTURES AND DP 1	DP HANDBOOK
13	WRONG CHOICE OF CONJUNCTION AND DP 2	HAND OUT
14	LISTENING 2 AND DP 5 + PS 5	HAND OUT
15	CONCORD, VERB PHRASE, AND DP 1	HAND OUT
16	EMPHATIC WORDS AND DP 2	HAND OUT
17	IMPERSONAL IT AND DP 3 + PS 6	HAND OUT DP HANDBOOK
18	PRONUNCIATION 1 CONJUNCTIONS 1 AND DP 1	HAND OUT DP HANDBOOK
19	PRONUNCIATION 2 CONJUNCTIONS 2 AND DP 2	HAND OUT DP HANDBOOK
20	PRONUNCIATION 3 CONJUNCTIVE ADVERBS AND DP 3 + PS 7	HAND OUT DP HANDBOOK
21	TEST 2 ORAL TEST SIMULATION AND CLOSING	

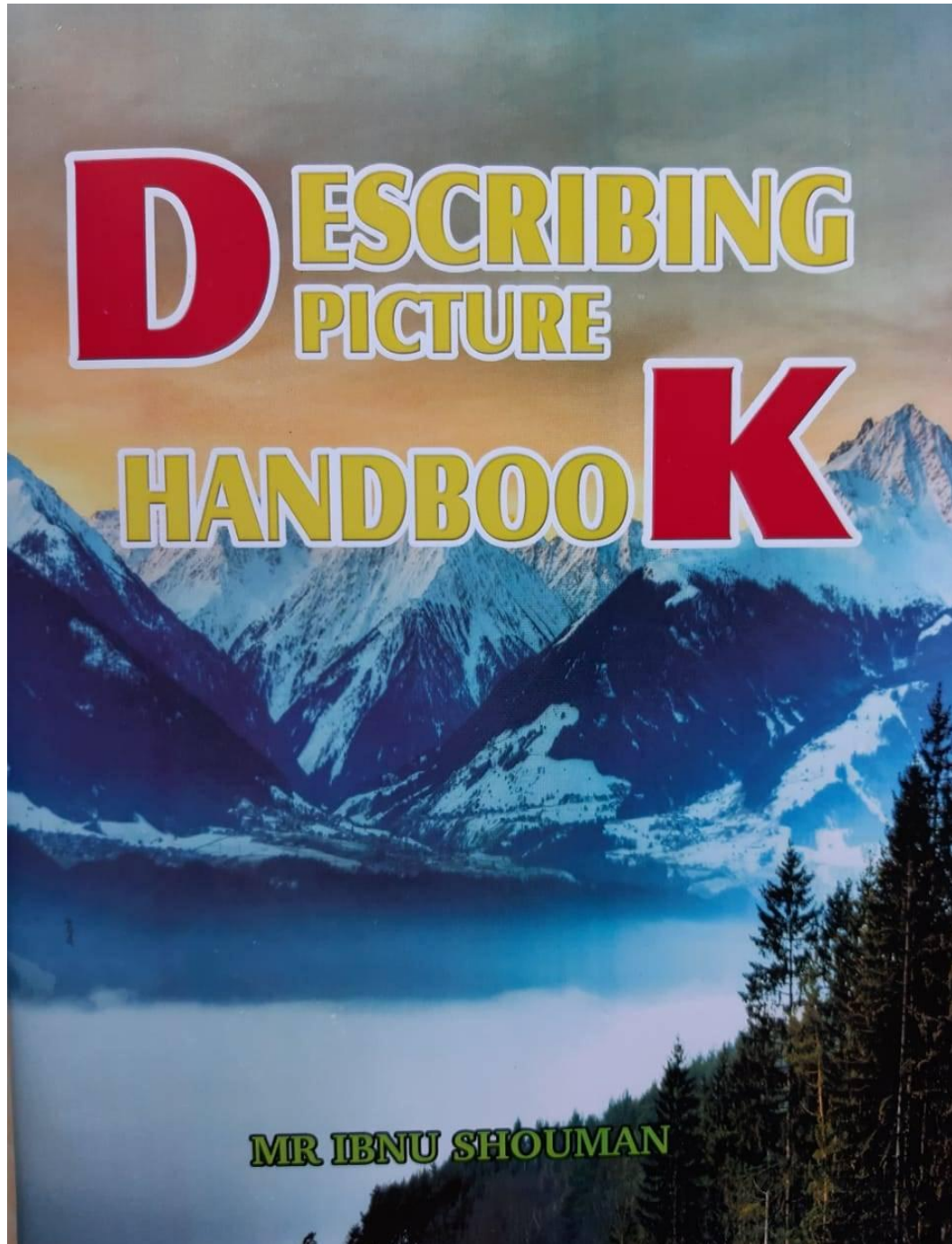
Notes:

PS - PICTURE SHOWING

DP - DESCRIBING PICTURE

APPENDIX 7

Handbook



CURRICULUM VITAE

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Ngaliyan, Semarang
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Date of birth 07 April 1995
Nationality Indonesia
Sex Male
Marital status Single



Education/Qualifications

2001-2007 SDN Ngaliyan 08 Semarang.
2007-2010 MTs NU Nurul Huda Semarang
2010-2013 MA NU Nurul Huda Semarang
2013-2014 Basic English Course Pare, Kediri
2014-Present UIN Walisongo Semarang

Employment to Date/Work Experience

2014 MTs Sunan Kalijogo, Ngunut, Tulungagung
Post: *Teacher*
2014-Present LP3I Cource Center Ngaliyan, Semarang.
Post: *Teacher*
2015-2017 SMK AKPELNI
Post: *Teacher*
2017 Interpreter for University of Sunshine Coast Australia
2018 Interpreter for Association for Stimulating Know How (ASK) India
2014-Present Private teaching at some houses
2017-Present SMPN Isriati Islamic Center
2017-Present SMPN 23 Semarang

Other Experience/Activities

2012-2013 Kerani of Scout in MA NU Nurul Huda Semarang
2013 Chief of Closing Weekly Meeting, Pare, Kediri
2015-2016 Department of Education in HMJ UIN Walisongo Semarang
2016-Present Volunteer of American Corner (Amcor)
2016-Present Chief of Karang Taruna RW: 003 Ngaliyan Semarang
2016-Present Member of Walisongo English Club (WEC)
2016-Present Department of Education in NU Kota Semarang
2015 Regional English Debate Competition in Yogyakarta
2017 PIONIR National on English Debate Competition in UIN Ar-Raniry Banda Aceh, Sumatra

2017 MTQMN National on English Debate Competition in Universitas Brawijaya Malang

Languages Javanese(Central): Native Speaker; Thai (Thailand) : Fair;
Indonesia : National Language; Arabic : Basic;
English (Aus) : Good (Active); Tagalog : Basic.

Other Skills Basic Skill Editing Photo and Video, Playing some Music Instruments, Riding Motor Cross and BMX Swimming, Clean Driving (A and C) License.

Interests Traveling, International Affairs, Making Friends, Learning Culture, Learning Language.

