The Application of Picture Series in Enhancing Students' Speaking Fluency Level

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Abstract: The purpose of this research were to find out the enhancement on students' speaking fluency level after being taught by using picture series and to identify what speaking fluency level do the students has after being taught by using picture series at SMA Kartikatama Metro. This research was quantitative research method with 19 students from the first grade as the sample that selected through random sampling. The data were collected through speaking test. In the speaking test, the students were allowed to choose one of 2 topics provided and were asked to deliver a monologue for 2 minutes. The data were collected in form of recording. Four components were used to indicate to which level of fluency the speakers belong. The result showed that average students' speaking fluency in the pretest was 25.5 which is Level 1 (Limited), then enhanced in the posttest with the average score of speaking fluency is 42.3 which is Level 2 (Intermediate). In conclusion, the students' speaking fluency level enhanced after being taught by using picture series.
Keywords: Picture Series, Speaking Fluency, Speaking Fluency Level

I.   Introduction

Speaking is important skill that can support the process of mastering and increasing the quality of English for communication. This is in line with Burns & Joyce (1997) who state that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In addition, Weltys (1976: 47) states that speaking is the main skill in communication. In order to master speaking skill, the students must pay attention to five aspects of speaking. Those are fluency, pronunciation, grammar, vocabulary, and comprehension.

Speaking consider as one of skills that is difficult for students to be mastered. Hence, Ur, (1996) stated that the difficulties of speaking a language other than the mother tongue can be summarized into four main difficulties; inhibition, nothing to say, low or uneven participation and mother-tongue use. It is in line with Tuan & Mai (2015), these are inhibition, lack of topical knowledge, low participation, and mother-tongue use. The students face difficulties when speak English, such as when producing the words and could not think of anything to say.

Furthermore, Hadfiels (1996:3) said that speaking is a kind of bridge for learners between classroom and the world outside. Thus, to build the good bridge, the quality of speaking must be enhanced by practicing speaking fluency not only in the classroom meanwhile outside of the classroom to get the real context, situation and sensation in communicating second or English as a foreign language.

Having good speaking fluency makes someone's English ability much better and sounds smoother, more natural and more impressive to listeners. It also provides more effective communication due to the absence of speech disturbances. Koponen in Luoma (2004:88) says that fluency is about the flow, smoothness, the rhythm of speech, the length of utterances, the connection of ideas, the absence of long pauses and even the absence of disturbing signals hesitation. In addition, Stockdale (2009:1) states that fluency occurs when someone speaks a foreign language as a native speaker with the fewest pauses of silence, full pauses (ooo and EMM), self-correction, false starts and hesitations.

In speaking, the students still have lack of fluency which is many long pauses, repetition and have no idea to speak. This is due to the fact that stated by Molina & Briesmaster (2017), most students are unable to produce fluent speech, even though they often have enough knowledge to do so. Furthermore, Wang (2014) stated that this may be due to the fact that most teachers tend to talk excessively in class, leaving few opportunities for students to actually speak in the target language. They face difficulties when speak English, such as when producing the words and could not think of anything to say.

It is in line with the problems faced by the ten grade students of SMA Kartikatama Metro, the main problem faced was the lack of speaking fluency. The students spoke with many pauses, the students could not organize their ideas when speaking, produced inaccurate pronunciation, difficult to produce a variety of

vocabulary and the most of the students made grammatical errors in speaking. So, in this research the researcher focuses on speaking fluency.

There are four components of disfluency data needed to be analyzed to measure the fluency level of the speaker from the typical disfluency perspective. The accumulation of these four components was then used to indicate to which level of fluency the speakers belong. This method is adopted from Stockdale (2009:26-27).

1.   Speech Rate (SR)

Speech Rate (SR) is found by counting the total syllables. The number of syllables is then divided by the total time requires (in seconds). Then, the results are multiplied by 60 to find syllables produced per minutes.

2.   Pause Rate (PR)

Pause Rate (PR) is obtained by dividing the total length of pauses above 0.2 seconds and total number of pauses above 0.2 seconds.

3.   Disfluent Syllable (DS)

The number of disfluent syllable in total time (in this case 2 minutes) is divided by 2, to know the total number of disfluency.

4.   Mean Length of Runs (MLR)

Mean length of run between pauses measures the average number of syllables produced in runs of speech between pauses and other disfluencies to give an idea how much is said without interruption. Mean length of runs is calculated by subtracting the total number of syllables by the times of pauses above 0.3 seconds and other disfluencies then divided by the normal amount of syllables per minutes for the set time of speech sample which is 2 minutes (230x2) and multiplied by 100 as the maximum score.

Table 1. Fluency Scale Ordinate Corporation in Jong and Hulstijn (2009)

Level	Score	Description
0	1-10	DISFLUENT Candidate speech is very slow and seems labored and very poor, with many discernable phrase grouping and with multiple hesitations, pauses, false starts and/or major phonological simplifications. In an utterance, most words are isolated and there are many long pauses.
1	11-30	LIMITED Fluency. Candidate speech is slow and has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, multiple hesitations, many repetitions or false starts render the spoken performance notably uneven or discontinuous. Long utterances have several long pauses.
2	31-50	INTERMEDIATE Fluency. Candidate speech may be uneven or somewhat staccato. Utterance (if >= 6 words) has at least one smooth 3- word run, and there are several hesitations, repetitions or false starts. Speech may have several long pauses, but not unlimited.
3	51-70	GOOD Fluency Candidate speech has acceptable speed, but may be somewhat uneven. Long utterances may exhibit some hesitations; but most words are spoken in continuous phrases. There are several repetitions or false starts per utterance. Speech has no too many long pauses, and does not sound staccato.
4	71-90	ADVANCED Fluency. Candidate utterance has acceptable rhythm, with appropriate phrasing and word emphasis. Utterances have no more five hesitations, repetitions or false starts. There is only one to five significantly non-native phonological hesitations.
5	90-100	NATIVE-LIKE Fluency. Candidate utterance exhibits smooth native- like rhythm and phrasing, with no more than one hesitation, repetitions, false start, or non-native phonological simplification. The overall speech sounds natural.

To get the fluency level, the mean score of the four components is matched with the following table which was adapted from the Fluency Scale Ordinate by Jong and Hulstjin (2009:47-48) to the preferred implementable form used in this research. The scale proposed as Fluency Scale Ordinate Corporation in Jong and Hulstijn (2009:47-48) is as shown in table 1. Each indicator was analyzed in detail to each sample so that the detailed result information used to classify students' fluency into several levels.

Hence, in line with the problems above, the researcher uses picture series in teaching speaking recount text. According to Thornburry (2006), picture series can illustrate the script of conversation in order that people can memorize it easily. Wright (1989) states that picture is very important in helping students to retell experiences or understand something since they can represent place, object, or people which arranged as media to help students express their ideas and feeling fluently. It means that a picture consist of meanings and messages that will be presented. It depends on students' own imagination or thought to produce the words related to the picture. A picture is used to substitute the real things. The students can recognize and compare the words and the real things. The students are able to see the picture clearly and distinctly. The students are also able to speak because they could imagine what they want to speak from the picture.

There are several studies conducted picture series in teaching speaking. The first was Aprilia (2020) stated that through the use of picture series, the students are able to share their ideas and tell the story in sequence. Furthermore, Ar (2018) concluded that by using picture series, the students found that speaking is interesting and enjoyable. The students could enhance their own ability in speaking. The last study was conducted by Zainatuddar (2015). She declared that the students who are taught by using picture series

performed better in each sub skills of speaking. In conclusion, using picture series give the students idea to speak since a picture is used to substitute the real things. However, the previous studies conducted research about picture series in all aspects of speaking skill. Thus, this research is more specific that the aimed is to see the students' enhancement on speaking fluency level after being taught by using picture series.

Based on the explanation above, the researcher formulates the research question as:
1.   Is there any enhancement on students' speaking fluency level after being taught by using picture series?
2.   What level of students' speaking fluency has after being taught by using picture series?

II. Methods

Research Design
This research was quantitative research. The design was one group pretest and posttest design as proposed by Hatch and Farhady (1982) which is "T1 X T2".

Participants
The researcher used random sampling method is selecting the sample. The population of this research was ten grade students of SMA Kartikatama with the sample was 10 IPA 2 which consisted of 19 students.

Instruments
The research instruments used were pretest and posttest. The pretest was given in the beginning of the meeting before the students given the treatments, while the posttest was given after the students got the treatments. The students were asked to do speaking test, each student was given 2 optional topics. The student was required to deliver a monologue for 2 minutes.

Data Analysis
The data from the speaking tests were analyzed by four speaking measurements which were Speech Rate (SR), Filled Pause (FP), Disfluent Syllable (DS), and Mean Length of Runs (MLR) according to Stockdale (2009). Then, the data were examined the level of fluency according to Fluency Scale Ordinate Corporation by De Jong and Hulstjin (2009). After that, the researcher used Paired Sample T-Test to see the significant enhancement on students' speaking fluency.

III. Results And Discussions

Results
It has been found that the 19 students produced speech rate, pause rate, disfluent syllables, and mean length of runs on Pretest and Posttest which can be seen in the following table.

Table 2. Pretest

The Students' Speaking Fluency Level Analaysis on Pretest

NO	SAMPLE	SPEECH RATE (SR)	PAUSE RATE (PR)	DISFLUENT SYLLABLES (DS)	MEAN LENGTH OF RUNS (MLR)	TOTAL SCORE	LEVEL	DESCRIPTION
1	AS	39,8	11,20	2,75	16,08	17,46	1	Limited
2	AN	68,0	6,31	4,50	27,60	26,60	1	Limited
3	ADC	75,5	4,48	2,75	31,63	28,59	1	Limited
4	DL	51,3	12,20	4,25	20,43	22,05	1	Limited
5	FJ	62,0	7,00	3,00	25,65	24,41	1	Limited
6	KNWK	86,0	7,50	5,75	33,69	33,24	2	Intermediate
7	LW	58,5	7,90	5,00	23,04	23,61	1	Limited
8	MR	42,0	14,20	5,00	16,08	19,32	1	Limited
9	MNES	91,0	5,20	6,25	37,06	34,88	2	Intermediate
10	NAG	55,5	7,55	5,25	21,84	22,54	1	Limited
11	NSYDP	45,5	9,05	3,00	18,47	19,01	1	Limited
12	NF	61,0	7,55	3,50	25,11	24,29	1	Limited

13	OS	67,5	11,13	2,75	28,04	27,36	1	Limited
14	PSN	102,5	5,50	4,75	42,28	38,76	2	Intermediate
15	RF	53,0	5,34	6,00	20,54	21,22	1	Limited
16	SKMA	65,5	9,10	11,75	23,47	27,46	1	Limited
17	SN	71,5	10,25	7,25	27,93	29,23	1	Limited
18	TM	46,5	19,67	1,75	19,56	21,87	1	Limited
19	YTF	58,5	3,20	2,25	24,56	22,13	1	Limited
TOTAL		1201,1	164,3	87,5	483,1	484,0	**1**	**Limited**
		63,2	8,6	4,6	25,4	**25,5**		

From the table above, it was found that in Pretest, the average speaking fluency level of the students is 1 which is "Limited" with the average of 25,5 for the 4 measures.

Table 3. Posttest

The Students' Speaking Fluency Level Analaysis on Posttest

NO	SAMPLE	SPEECH RATE (SR)	PAUSE RATE (PR)	DISFLUENT SYLLABLES (DS)	MEAN LENGTH OF RUNS (MLR)	TOTAL SCORE	LEVEL	DESCRIPTION
1	AS	75,0	5,70	3,75	30,98	28,86	1	Limited
2	AN	117,8	3,88	5,25	48,91	43,96	2	Intermediate
3	ADC	135,8	0,00	0,75	58,69	48,81	2	Intermediate
4	DL	111,5	3,84	10,25	44,02	42,40	2	Intermediate
5	FJ	149,3	2,75	3,75	63,26	54,77	3	Good
6	KNWK	125,8	3,63	6,25	51,95	46,91	2	Intermediate
7	LW	91,8	4,20	6,00	37,28	34,82	2	Intermediate
8	MR	64,5	5,15	1,75	27,28	24,67	1	Limited
9	MNES	100,3	3,00	3,75	41,95	37,25	2	Intermediate
10	NAG	102,5	3,00	2,25	43,59	37,84	2	Intermediate
11	NSYDP	127,8	3,00	2,50	54,74	47,01	2	Intermediate
12	NF	134,8	0,00	1,25	58,04	48,52	2	Intermediate
13	OS	103,8	4,40	2,50	44,02	38,68	2	Intermediate
14	PSN	143,0	3,38	2,00	61,30	52,42	3	Good
15	RF	99,8	3,25	3,00	42,06	37,03	2	Intermediate
16	SKMA	103,5	3,00	3,25	43,80	38,39	2	Intermediate
17	SN	131,8	0,00	1,75	56,52	47,52	2	Intermediate
18	TM	126,5	3,84	2,50	53,91	46,69	2	Intermediate
19	YTF	127,3	3,00	6,75	52,39	47,36	2	Intermediate
TOTAL		2172,6	59,0	69,3	914,7	803,9	**2**	**Intermediate**
		114,3	3,1	3,6	48,1	**42,3**		

Furthermore, the table 3 shows that in the posttest, the average speaking fluency level of the students is level 2 which is "Intermediate" of 42,3 for the 4 measures.

As the matter of fact, the data above answered the research question which is "What level of students' speaking fluency has after being taught by using picture series?". The students' level of speaking fluency is enhanced from level 1 in the pretest to level 2 in the posttest. So, the students speaking fluency level after being taught by using picture series is Level 2 (Intermediate).

After the data summed up numerically, the researcher summed up the data statistically by using SPSS 16.

Paired Samples Test

		Paired Differences						
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	POSTTEST - PRETEST	1.68358E1	7.50489	1.72174	13.21855	20.45303	9.778	18	.000

According to statistical computation above, the table shows that the result of computation value two tailed significance of the experimental class is 0.000 since 0.000<0.05, there is significant difference of the pretest and posttest. It means that there is enhancement on students' speaking fluency after being taught by using picture series. Then, it answers the first research question.

Discussions

This research were aimed to know is there any enhancement on students' speaking fluency level after being taught by using picture series, and also what level of speaking fluency do the students have after being taught by using picture series. After the students were taught by using picture series, they enhanced their speaking fluency level from level 1 with the average score was 25,5 to level 2 with the average score was 42,3. The speaking fluency level was enhanced because picture series helps the students to speak because they could imagine what they want to speak. As Wright (1989) stated that picture is important to help students express their ideas since it represent something or someone. Related to the result, the students' fluency level is in Intermediate Level indicated that they still have low level fluency. Since in Intermediate level (level 2), there are several hesitations, repetitions or false starts. Speech may have several long pauses, but not unlimited. Still, the level of students' fluency enhanced from level 1 to level 2. Considering the enhancement, it can be said that picture series can develop students' imagination to get idea to speak. It is also in line with Agdhila, Sujoko, and Setyaningsih (2017), the implementation of picture series has shown that the media is effective to use in teaching learning process to improve the students' speaking fluency.

IV. Conclusion

The result of this research shows that picture series enhance students' speaking fluency. The students' speaking fluency improved from Level 1 to Level 2. So, the average of students' speaking fluency level after being taught by using picture series is in the level 2 which is Intermediate. It is because picture series help students get ideas to speak since picture series represent someone, somebody, or event in chronological order. Getting the ideas from picture series could make the students able to speak better in terms of speaking fluency. Thus, the researcher suggested further research to find out another technique to enhance students' speaking fluency level.

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