

**THE EFFECT OF USING PICTURE-CUED TASK ON STUDENTS' ABILITY
IN PRODUCING ORAL RECOUNT TEXT AT SMPN 7 PADANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (S1) Degree
at the English Department of FBS UNP Padang*



By:
SYAFITRI RAMADHANI
77072/06

Advisors:

- 1. Prof. Dr. Hermawati Syarif, M.Hum.**
- 2. Dra. Aryuliva Adnan, M.Pd.**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2011**

ABSTRAK

Ramadhani, Syafitri. 2011. "The Effect of Using Picture-cued Task on Students' Ability in Producing Oral Recount Text at SMPN 7 Padang". *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Untuk mengetahui pengaruh penggunaan teknik *Picture-cued task* terhadap kemampuan siswa dalam memproduksi teks *recount* lisan dalam keterampilan berbicara dalam bahasa Inggris, perlu dilakukan sebuah penelitian. Penelitian ini dilaksanakan berdasarkan pengamatan di lapangan bahwa kemampuan berbicara siswa Sekolah Menengah Pertama masih kurang baik. Beberapa masalah dari sudut pandang siswa dan guru masih ditemukan. Penelitian ini merupakan penelitian eksperimen yang mengemukakan hipotesis, yakni terdapat perbedaan yang berarti antara kemampuan siswa dalam memproduksi teks *recount* lisan yang diajarkan dengan teknik *Picture-cued task* daripada yang tidak diajarkan dengan teknik *Picture-cued task*. Populasi dalam penelitian ini adalah kelas VIII SMPN 7 Padang tahun ajaran 2010/2011. Sample diambil dengan teknik *cluster sampling*, sehingga diperoleh dua kelas dari kelas VIII₁ sebagai kelas eksperimen dengan jumlah siswa 29 orang dan kelas VIII₃ sebagai kelas control dengan jumlah siswa 31 orang. Data berupa nilai tes berbicara (*speaking*) lisan dari kedua kelompok sampel di analisis secara statistik dengan menggunakan rumus *t-test*, dan ditemukan t_{hitung} sebesar 3,032, sedangkan t_{table} sebesar 2,000 yang berarti $t_{hitung} > t_{table}$ pada taraf signifikansi 0,05. Berdasarkan hasil hitungan ini, disimpulkan bahwa hipotesis alternative dalam penelitian ini **diterima**. Hal ini berarti bahwa penggunaan *Picture-cued task* dalam pembelajaran berbicara (*speaking*) dapat meningkatkan kemampuan berbicara (*speaking*) siswa.

ACKNOWLEDGEMENTS



Alhamdullilahirabbil 'Alamiin, a greatest thanks is devoted to Allah SWT for the entire blessings and guidance that has been given to the writer so that it is possible to finish the thesis entitled “The Effect of Using Picture-Cued Task on Students’ Ability in Producing Oral Recount Text at SMPN 7 Padang.” *Salawat* and *Salam* are also addressed to Prophet Muhammad SAW, whose religious teachings had guided the people, especially muslims in life. In accomplishing this thesis, the writer has worked with a great number of people contributed who are deserved special mention. It is a pleasure to convey the writer’s deepest appreciation to them all in the writer’s humble acknowledgment.

A deep gratitude is given to Prof. Dr. Hermawati Syarif, M.Hum., as the writer’s first thesis advisor who has given her charm ideas, suggestion, and guidance from the earliest stage of this thesis accomplishment. The writer also gratefully acknowledges Dra. Aryuliva Adnan, M.Pd., as the write’s second thesis advisor who given her fruitful ideas, correction, beneficial opinion and encouragement in the process of accomplishing this thesis.

It is a pleasure to pay tribute also to the writer’s reviewers in the writer’s thesis proposal seminar as well as the writer’s examiners in her thesis comprehension test, Dra. An. Fauzia R. Syafei, M.A., Refnaldi, S.Pd., M.Litt., Havid Ardi, S.Pd., M.Hum. The writer would like to thank them for their beneficial time, contribution of thoughtful and ideas toward the development of this thesis. The writer sincere thanks and appreciation also goes to Dr. Desmawati Radjab, M.Pd., as the writer’s academic advisor whose guidance has been beneficial for her during her study in English Department. Moreover, the writer’s next sincere acknowledgement goes to Dr. Kusni, M.Pd. and Dra. An. Fauzia R. Syafei, M.A. as the chairman and the secretary of English Department. Furthermore, collective and individual acknowledgments are also owed to all of English Department lecturers who had taught the writer during her

study in English Department and had shared their inspirational experience to her. The writer was extraordinarily fortunate in having them as her lecturers.

The writer also delivers her appreciation and faithful gratitude to her beloved mother, Mrs. Erdati Daud, for praying the writer every time, for giving her a life, for the kindness and patience, and also for boundless love. The writer would like to thank her only one dearest sister, Erna Syafyana, for being supportive and caring sibling. In addition, the writer would like to thanks the rest family the writer has for their countless support and love giving to her.

This thesis will never have been completed without the corporation given by the schools members where this research was conducted. The writer would like to thank Drs. H. Z. Amril Widana as the headmaster of SMP Negeri 7 Padang who permitted the writer to conduct the research in SMP Negeri 7 Padang. Furthermore, the writer would also like to express her gratitude towards Meirita, S.Pd., as the collaborator teacher for her corporation during this research. It is also a pleasure to thank the participants of this research, namely the students of VIII₁, VIII₂, and VIII₃ in SMP Negeri 7 Padang. The writer also would like to say thanks to all friends, Superfriends and the entire friends in English department for their kindness, support, and help during the process of this thesis accomplishment. The last, it is hoped that this thesis will be useful for the readers, especially for the improvement of the students' speaking ability.

Padang, July 2011

The writer

TABLE OF CONTENTS

ABSTRAK.....	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLES.....	vi
LIST OF FIGURES.....	vii
LIST OF APPENDICES.....	viii
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	7
C. Limitation of the Problem.....	8
D. Formulation of the Research.....	9
E. The Purpose of the Research.....	9
F. Significance of the Research.....	9
G. Definition of Key Terms.....	10
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Nature of Speaking.....	11
B. Speaking in a Foreign Language.....	13
C. Teaching Speaking.....	14
D. Speaking Assessment.....	19
E. Overview of Picture.....	20
F. Picture-Cued Task.....	23
G. Recount Text.....	25
H. Retelling.....	29
I. Teaching Speaking at Junior High School Students.....	31
J. Previous Related Studies.....	34
K. Hypothesis.....	36
L. Theoretical Framework.....	36
CHAPTER III RESEARCH METHOD	
A. Research Design.....	39
B. Population and Sample.....	41
C. Instrumentation.....	42
D. Research Procedure.....	44
E. Technique of Data Collection.....	47
F. Technique of Data Analysis.....	48

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings.....	50
1. Data Description.....	50
2. Data Analysis.....	54
3. Hypothesis Testing.....	57
B. Discussions.....	59
C. Delimitation of the Research.....	62

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions.....	64
B. Suggestions.....	65

BIBLIOGRAPHY.....	67
--------------------------	-----------

APPENDICES.....	70
------------------------	-----------

LIST OF TABLES

Table 1 Population of the Research.....	41
Table 2 The Different Treatment of Control Group and Experimental Group....	45
Table 3 The Data of Experimental and Control Groups Posttest Scores.....	56
Table 4 The Data of Experimental and Control Groups Posttest Scores Compared with t_{table}	58

LIST OF FIGURES

Figure 1 Theoretical Framework.....	38
Figure 2 Graphic of Frequency Distribution of the Students' Posttest Scores in Experimental Group.....	52
Figure 3 Graphic of Frequency Distribution of the Students' Posttest Scores in Control Group.....	53
Figure 4 Graphic of Frequency Distribution on the Students' Posttest Scores in Experimental and Control Group.....	55

LIST OF APPENDICES

Appendix 1 Oral Speaking Test (instrument).....	70
Appendix 2 Homogeneity Class of Experimental and Control Groups.....	71
Appendix 3 Oral Proficiency Scoring Criteria: Speaking Test.....	73
Appendix 4 The Table of the Students' Posttest Scores of Experimental Group by Researcher.....	74
Appendix 5 The Table of the Students' Posttest Scores of Control Group by Researcher.....	75
Appendix 6 The Table of the Students' Posttest Scores of Experimental Group by the Teacher.....	77
Appendix 7 The Table of the Students' Posttest Scores of Control Group by the Teacher.....	78
Appendix 8 The Table of the Students' Posttest Scores of Experimental and Control Groups.....	80
Appendix 9 The Results of the Students' Posttest Scores of Experimental and Control Groups.....	82
Appendix 10 The Calculation of Normality Data of Posttest Scores in Experimental and Control Groups.....	83
Appendix 11 The Calculation of $(\bar{X})$, (SD), and (SS).....	85
Appendix 12 Data Analysis of Students' Posttest Score.....	87
Appendix 13 The Example of Experimental Group Lesson Plan.....	88
Appendix 14 The Example of Control Group Lesson Plan.....	118
Appendix 15 The Tape Scripts of Experimental Group.....	139

Appendix 16 The Tape Scripts of Control Group.....	153
Appendix 17 The Important Obtained Research Letter.....	167

CHAPTER I

INTRODUCTION

A. Background of the Problem

English has four skills that should be mastered by students in order to make them capable to use English. Those skills are listening, speaking, reading and writing. Among the four skills, speaking is one of English skills that is very important to be acquired by the students. It is caused this skill is very beneficial to be involved in real life communication. In line with this, the main purpose of learning English in Indonesia is to enable the students to communicate in English. As the matter of fact, in curriculum 2004 (*Depdiknas*, 2003), it is stated that the orientation of teaching and learning English is to develop students' competency to communicate in English.

Furthermore, the main purpose for Junior High School students to learn English is to enable them to speak English. In accordance with curriculum 2004 (*KTSP*, 2006), the objective of teaching English to students of Junior High School is to enable them to have the ability in developing communicative competence in both spoken and written form for achieving the functional literacy level. In this level, the students are expected to be able to use English for their daily needs of life in a simple form of both spoken and written (*Depdiknas*, 2004). Moreover in *KTSP*, there are some kind of monolog texts which have to be learned by Junior High School students. Monolog texts are

chosen because the text is one of basic competencies that have to be acquired by the students in speaking skill. One of monolog texts is recount text. The function of recount text is to retell the events that happen in the past. The purpose of learning this text is to make the students able to produce oral recount text. This text was chosen because it was often learned by the students. This text often appears in some semesters.

Thus, it can be clearly inferred that speaking is extremely essential in language learning. This is also supported by Bailey and Savage (in Celce, 2001) who states that speaking in a second or foreign language has often been viewed as the most demanding skill of the four skills. Furthermore, Richards (2008) states that the mastery of speaking skill in English is a priority for many second language or foreign language learners. Because of that, speaking skills have to get more attention from the teachers.

Though speaking is regarded as one of important skills in language learning, speaking is difficult to be mastered by the students. As the matter of fact, Nunan (2003) states that there are two reasons why speaking is harder than reading, listening, and writing. First, unlike reading or writing, speaking happens in real time. It means that the direct response from one speaker to another is required. Second reason is when people speak, it cannot be edited and revised as what they do if they are writing. Therefore, if the students are able to speak English, the objective of learning English has been reached. In fact, many students have problems in learning this skill.

Basically, there are some problems that the students face in acquiring speaking skill. The problems are encountered in the field where the researcher did the research dealing with speaking skills. The research was conducted in SMPN 7 Padang. This school was chosen by the researcher because this school is one of favorite schools in Padang and the technique of teaching speaking in this school is by asking the students to speak spontaneously about the topic learned. However, there are some speaking problems still have found in this school.

Based on the interview with one of English teachers of SMPN 7 Padang, some problems have been found in students' speaking skill. The teacher explained that many students had some problems to acquire this skill. First, many students tended to use their mother tongue in learning English. When the teacher asked the students to work in pairs or groups, they tended to use their mother tongue to communicate with their friends. It is supported by Ur (1996) states that the students share the same mother tongue and tend to use it. Moreover, Lawtie (2004) states that when the students work in pairs or groups they just end up chatting in their own language. It happens because they think English is difficult to say.

Second, some students had lack of vocabulary. Everyone who wants to be able to communicate in English ought to have enough vocabulary of English. Many students only knew some English vocabulary. Therefore, the students were afraid to speak because they did not know enough English

vocabulary. Therefore, it will make the students get difficulties to say something in English.

Third, the problem was also found from students' difficulties to pronounce the English words correctly because the way of pronouncing English is totally different from Indonesian. As a result, it was hard for the students to pronounce the English words. Because of that, they were afraid of making mistakes when they were saying something, so that they could not express their ideas appropriately.

Fourth, not all of the students could understand the grammatical rules of English. In fact, there are some tenses which have to be understood by the students. It is difficult for them to differentiate one tense with the other. Beside that, it is also quite difficult for them to remember the tenses. As a result, if they could not arrange the sentence which would be said correctly, they were afraid to speak English. If they made mistakes, they were worried about their friends who mocked and laughed at them.

The last, some students had problems dealing with generating and expressing ideas they have in their mind. Sometimes, some students got difficulties to say something in English that was caused by the lack of ideas from the students to speak. It is supported by Ur (1996) states that the students have nothing to say. He also states that the students have no motive to express themselves beyond guilty feeling that they should be speaking. This problem often was faced by the students when they try to express an oral text including

in producing an oral monolog text, such as, in producing an oral recount text. When producing an oral recount text, the students get difficulties to express their ideas about an event that happen in the past orally. It was caused the students did not have clue which could help them to tell the event.

Besides the problems from students' point of view, there was also a problem from teachers' side. This is based on the informal observation in SMPN 7 Padang conducted by the researcher. The way of teachers' teaching caused a problem for students' speaking ability. Sometimes, some teachers' style in teaching English was not too interesting for the students. Moreover, some teachers did not use appropriate media to attract the students' attention. In fact, media is beneficial to generate students' ideas, especially the use of pictures. Because the teachers were not too effective in using the pictures in teaching speaking, the students had difficulties in generating and expressing their ideas to speak. Moreover, there are some teachers who explain the lesson to the students without using oral English. In fact, some teachers tend to use Indonesian in teaching process instead of English. The teachers did this because they were afraid that the students could not understand what the teachers explained in English. In addition, some teachers' pronunciation is not good enough. This can effect students' pronunciation. As result, some students with bad pronunciation commonly will refuse to perform their speaking ability.

In fact, most of the students only learn English, because it is one of subjects that have to be learned in their school. They learn English just to

prepare themselves in final examination. If they can answer almost all the questions correctly, they can pass the exam. Especially, in speaking skill the teachers did not give oral test to the students in the final examination. Because of that, the score that the students got from the exam did not prove their ability exactly.

Based on the problems above, one of the solutions to improve students' speaking ability is by using Picture-cued task. This solution was used because this task could solve one of the problems that the students faced that is in generating and expressing their ideas. O'Malley (1996) states that picture cues require no prior preparation of the students and it can be used to elicit the following language functions: describing, giving information, or giving an opinion. Moreover, it provides a sense of context of the language based on situation in the pictures. Therefore, by using Picture-cued task in teaching speaking, it was expected that the students would have abilities to generate their ideas, so that the students try to express their ideas by trying to tell about the pictures in English. Furthermore, the students were expected to prove their oral ability after the teacher use picture-cued task in teaching speaking. Therefore, the researcher chose Picture-cued task because this technique gives opportunities to the students to speak freely and use their own words. Besides, Picture-cued task that is composed of a series of picture is appropriate to elicit an oral monolog text. The pictures become a guideline for the students to tell the events. Thus, this solution helped the students to generate and express their

ideas in producing oral monolog text, especially an oral recount text. Picture-cued task that forms a series of picture is more appropriate to help the students to produce an oral recount text because it helped the students to tell the events in sequence based on the pictures correctly. Hence, because of various benefits of using picture-cued task, the researcher did a research about using Picture-cued task on students' ability in producing oral recount text at the second grade Junior High School students.

B. Identification of the Problem

Most of Junior High School students who have learned English at least for four years still think that English is not their own language. Because of that, the students do not want to learn English. As a result, they are not able to use English. Especially for their speaking ability, they are not able to speak English. Based on the background of the problem previously explained, there are some students' problems of acquiring speaking skills. First, many students tend to use their mother tongue. Second, some students have lack of vocabulary. Third, the students have difficulties to pronounce the English words correctly. Fourth, some students get difficulties in understanding the grammar rules of English. The last, some students have problems dealing with generating and expressing ideas they have in their mind. On the other hand, a problem also comes from teachers' side. The way of teachers' teaching also causes a problem which makes the students do not want to learn English.

Sometimes, some teachers do not use an appropriate media or technique to attract the students' attention.

Based on the problems above, using Picture-cued task was expected to help the students to solve their problem in organizing their ideas and their fluency when they speak. More specifically, organizing ideas and fluency are needed in producing oral recount text. Beside that, the students were also expected to be motivated to speak English. Hence, the researcher used Picture-cued task to improve students' ability in producing oral recount text, especially their organization of idea and fluency.

C. Limitation of the Problem

Based on the identification of the problems above, there are some problems from students' side and there is a problem from teachers' side. However, the researcher only focuses on students' problem in organizing ideas and fluency when they speak. Thus, this research was conducted on the study of using Picture-cued task on students' ability in producing oral recount text, especially the students' ability in organizing ideas and fluency. This research was conducted in SMPN 7 Padang.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the formulation of the problem in this research is “Does the picture-cued task give the better effect on students’ ability in producing oral recount text?”

E. The Purpose of the Research

The purpose of the research is to find out whether picture-cued task gives better effect on the students’ ability in producing oral recount text at Junior High School.

F. Significance of the Research

It was greatly expected that the research finding would give contribution to foreign language teaching development both theoretically and practically. Theoretically, it was expected that the research finding could be an intellectual contribution to the development of improving students’ speaking ability. In the term of practically, after considering the findings of this research, it was hoped that the English teacher will use Picture-cued task in teaching speaking. Then, the research finding was expected to provide information for those who have curiosity to conduct the further research.

G. Definition of Key Terms

In order to understand the key terms used in this research, the key terms are defined as follows:

1. Picture-cued task is one of useful techniques for eliciting oral production. It is a kind of black and white or color pictures or photographs which are used to the kind of language skill especially for oral language skill. It can be formed a single picture or a series of picture that have cued.
2. Recount text is a text which has a function to retell the events or story that happen in the past.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Speaking

Speaking is one of English skills that has to be mastered by the students. It is very important in learning English. Besides writing, speaking is also one of the productive skills of English. Brown (2001) states that speaking is a productive skill where it is usually performed in face to face communication and in part of dialogue and other verbal communication. According to Takagi (1997), speaking is an activity to convey information by using intonation, voice, pitch and gestures as the channel. Moreover, Nunan (2005) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In addition, Chaney in Kayi (2006) defines speaking as the process of building and sharing meaning using verbal and nonverbal symbols in a variety of context. In other words, speaking is an English skill that conveys meaning.

On the other hand, Littlewood (1981) states that speaking is the way to use language as communication mean. Furthermore, Widdowson (1997) states that speaking is a part of language among people to say something orally. Besides, Light bown and Spada (2007) states that speaking is an activity to use language for communication in a real setting. In other words, speaking is the way of people uses English for communication each other.

By having speaking ability, everybody can express their feeling and also can tell something that they want to say to other people. Brillhart, et al (1992) states that speaking is the ability to communicate thoughts and feelings effectively and also speaking is an activity where someone is talking about something or telling other person about a matter that he is interested in (Burgess: 1994). Moreover, Tarigan (1995) states that speaking is the skill that intended to express the message through oral language.

Speaking happens if there are two or more people that communicate each other. Moris (1980) states that speaking serves as a natural means of communication between member of community, both for expression of thought and as a form of social behaviour. Beside that, Herbert (in Richard, 2002) states that speaking usually involves two or more people using language for interaction and transactional purpose. When a person talks to other people, it means interaction between them have done. In other words, acquiring speaking skill enables people to communicate each other.

From some experts' explanation above, it can be concluded that speaking is an activity that conveys meaning between a person with the other person. It means speaking will happen if there are two or more people that communicate each other. In other words, speaking is the way of people uses English in real life for communication.

B. Speaking in a Foreign Language

In Indonesia, English is as a foreign language. In fact, English is one of subjects that have to be learned by the students in every educational level. One of English skills that have to be acquired by the students is speaking skill. Speaking is one of important aspects in learning English. It is caused by acquiring this skill; the students enable to communicate in English with other people from different country in the world. According to Nunan (2003), speaking in a foreign language context is one where the target language is not the language of communication in the society.

Although speaking is one of aspects in learning English, the English teacher is difficult to make the students to speak English in speaking in the classroom. Nunan (1993) found the biggest challenges in the EFL classroom to be lack of motivation, getting students to speak, and the use of the first language. It is supported by Richards and Renandya (2002) state that the ability to speak a foreign language well is a very complex task. He also states that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability use the language appropriately in social interaction. In addition, Nunan (2003) states that learning speaking skills is very challenging for students in foreign language context. Meanwhile, the purpose of speaking in a foreign language is communication. Woods (2005) states that speaking is one of the four subskills incorporated in communication.

The teachers who teach the students that learn to speak in a foreign language have to do interacting activities in the class. Kayi (2006) explains that it is good for the students who learn to speak in a foreign language by interacting. It means the students will try to speak in EFL class, if the teacher gives some interacting activities that can build their motivation to speak.

Beside that, teaching EFL students have to refer on real life situation because it will make the students have chances to speak. It is supported by Kayi (2006) explains that by using communicative language teaching method that is based on real-life situation in EFL classes, students will have opportunity of communicating with each other in the target language. In other words, to make the student in EFL classes can speak English, the EFL teachers have to create a classroom environment, in which the students have real life communication with the other students.

From the explanation above, it can be concluded that speaking in a foreign language is speaking in which the target language is not the language that is used in communication in daily life. In other words, the target language does not use to communicate by people.

C. Teaching Speaking

Basically, the purpose of language teaching is to enable the students to use the language orally in daily life. According to Zhang (1997), the language teaching activities in the classroom are aimed at achieving individual language

use. Moreover, Xiau (1997) explains that the focus of teaching speaking is improving students speaking oral production.

According to Kayi (2006), teaching speaking means to teach students to enable: first is to produce the English speech sounds and sound patterns. Second is to use word and sentence stress, intonation patterns and the rhythm of the second language. Third is to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Fourth is to organize their thoughts in a meaningful and logical sequence. Fifth is to use language as a means of expressing values and judgments. Sixth is to use the language quickly and confidently with few unnatural pauses, which is called as fluency.

After considering teaching speaking means, the teacher has to know the purpose of teaching speaking. Barret (1988) explains that there are three purposes of teaching speaking that should be taken into account; first is to increase the number of opportunities for language students to practice. Second is to create the students' interest in speaking. Third is to allow natural learning for the purpose of teaching speaking. In other words, from the three purposes that Barret explains, the teachers have to realize and pay attention to these purposes which are important in teaching speaking. If the teachers always remember and always do teaching speaking based on these purposes, their teaching will be succes.

Besides noticing about the purpose of teaching speaking, the teachers also should concern about the technique which they are going to use. The teachers have to choose appropriate techniques for teaching process in order to make the students able to speak English fluently. By using the appropriate techniques, the students have motivation to learn English. Harmer (2001) states that in teaching speaking process, the teacher should pay attention on the technique that they use. Because of that, the teachers have to be able to choose the appropriate techniques for teaching speaking.

Actually, there are some techniques or activities that can be used for teaching speaking in the classroom. Kayi (2006) states that some activities that can be used for teaching speaking, they are: discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and find difference.

After determining the appropriate technique for teaching speaking, the teachers also should consider the target learners. In fact, teaching speaking to adult is considerably different from teaching speaking to adolescent. Basically, teaching speaking to adolescent is not easy, and even to teach speaking to non-native students, like students from Indonesia. In Indonesia, English language is not as a second language, but as a foreign language. As a result, most of adolescents think that English is not their language that do not need to be

learned. According to Schumin (in Richard, 2002), using English is difficult especially for the students who learn English as a foreign language.

After determining the technique and the target learners, the teachers have to pay attention to the stages of teaching. In teaching speaking, there are three stages of activities that the teachers do in teaching process. It is called three phase technique: pre teaching activity, whilst teaching activity, and post teaching activity. According to Wardani (1999), pre teaching activity is the activity that the teachers do in teaching learning process to create the pre condition for the students, so that they are ready to get the lesson and pay attention to the lesson that will be presented. In addition, Welker (2006) states that pre teaching activity is the teaching that the language learners need before main activity of the class.

After doing pre teaching activity, the teachers come to whilst teaching activity. Murcia (1991) states that the aim of whilst activity is to help the students to understand the specific content of the lesson and what is the main lesson that is going to be taught. Moreover, Welker (2002) states that in whilst teaching activity the students would have guided to the actual lesson.

After doing pre and whilst teaching activity, the last activity that the teachers do is post teaching activity. Tarigan (1995) states the aim of post activity is to help the students to improve the students speaking ability. He also adds that post teaching activities consists of some steps: giving some exercises,

checking the students answer, asking and giving conclusion of the lesson, and evaluating the students' speaking.

From the explanation above, teaching speaking can be concluded as the processes which have a purpose to make the students enable to deliver a message or express an information orally. In other words, the students are able to speak English in their daily life. Because of that, teaching speaking is important to improve the students' oral production. Besides, the teachers have to know the good ways for teaching speaking to adolescents, especially for Junior High School students. Besides choosing the appropriate technique, the teachers have to pay attention to the stages of teaching that is called three phase technique; pre teaching activity, whilst teaching activity, and post teaching activity. First, pre teaching activity is the earliest stage in teaching activity in which the teachers build students' background knowledge. Second, whilst teaching activity is the main activity in teaching process. Third, post teaching activity is the students work individually in order to measure their understanding about the topic which has learned. By doing the three stages, the teacher will be helped in teaching speaking and make the process of teaching speaking successfully.

D. Speaking Assessment

Speaking is one of productive skills that can be assessed directly by the teachers from students' performance when they use English orally. In speaking assessment, the teachers measure students' ability from their performance which is given to the students. O'malley and Pierce (1996) state that assessing speaking is the process where the teachers capture students' ability to communicate including to interpret and to convey the meaning in interactive context. Furthermore, Tambini (1999) states that the assessment of the oral language component is conducted through the teachers' observation of students' performance and the teachers' questions during both the class presentation and follow up the students one by one.

To measure students' ability in speaking, the teachers have to consider the components of speaking skill. There are some components of speaking skills. Harris (1974) states that there are five components of speaking skill, such as: (1). Pronunciation (including the segmental features vowels and consonants and the stress and intonation patterns). (2). Grammar. (3). Vocabulary. (4). Fluency (the ease and speed of the flow of speech). (5). Comprehension. Moreover, Brindley (2003) states some criteria of speaking, they are: overall communicative Effectiveness (task fulfillment), fluency, vocabulary, grammatical accuracy and pronunciation, intonation and stress. Furthermore, Brown (2004) explains the components of speaking, they are: grammar, vocabulary, comprehension, fluency, pronunciation, and task. In

addition, Phillips (2007) states that there are some components of speaking, such as: answer to question, comprehensibility, organization, fluency, pronunciation, grammar, and vocabulary.

From explanation above, it can be concluded that speaking assessment is the process in which the teacher measure students' ability to communicate in English. The assessment is formed oral performance. To measure students' ability in speaking, there are some components of speaking that have to be considered by the teacher, they are: pronunciation, grammar, fluency, vocabulary, comprehension, and overall communicative effectiveness. The students' ability to communicate can be seen after the teacher measures students' oral performance by considering the components of speaking.

E. Overview of Picture

Picture is one of media that the teachers use in teaching English. Basically, pictures can represent thousand of words. One picture can produce many words. According to Ahmann and Glock (1979), a picture is said to be worth ten thousand words. By using a picture, people can give much information that easy to be understood by other people or the receivers. Besides that, it will make the message that is contained from the pictures easy to be delivered.

Moreover, picture is a media that represent objects. According to Billows in Pedliwati (1996) picture as two dimensional visual which has been

designed for teaching language that show object and situation. Meanwhile, Gerlach (in Pedliwati, 1996) defines pictures is a two dimensional visual representations of person or thing as photographs, maps, posters, slides, cartoons, magazines, advertisements, diagram, graphs, table and charts.

In addition, picture is a media that can attract the students' interest in learning English. This media makes the students have motivation in learning process. Wright (1999) states that specifically, pictures contribute to interest and motivation; a sense of the context of the language; a specific reference point or stimulus.

Furthermore, picture is a media that delivers a message to the receivers. Sudjana and Rivai (in Aidawati, 2007) states that picture is a media which has a function to deliver a message from source to receiver of the message. Specifically, Sudjana and Rivai also explain that the functions of picture are to attract attention; to make the idea clearer; and to illustrate or to give the variation on fact. In other words, by using pictures for teaching speaking, the students will be helped to deliver a message or information that is contained in the pictures.

There are many kinds of picture that the teachers can use in teaching English including speaking. Finnochiarro (1973) divides the pictures into three kinds. The first kind is pictures of individual person and of individual object. The second kind is pictures of situation in which person is doing something with objects and in which the relationship of object or people can be seen. The

third is a series of picture (six to ten) in one chart. In addition, Brown (1977) classifies pictures into two categories. They are still pictures and motion pictures. Still pictures can be defined as pictures that are available in many forms in prints or slides for projection, for example, sketches, cartoons, murals, charts, graphs, magazine pictures, and photographs. In contrast, motion pictures are defined as the pictures that can be seen from film or videotape.

Hence, pictures are media that can be used for all English skills including speaking skills. According to Dimpere (1996), picture can be used in teaching different skills and used in some activities such as guessing games, name it, twenty questions, etc that is interesting for students. In other words, the pictures are a media that appropriates for learning English, especially for teaching speaking.

From the experts' explanation above, picture can produce many words. Because of that, pictures are good for the teachers in teaching speaking skill. The pictures will help the students to deliver information from the pictures. Basically, pictures are media which are easy to be found in anywhere, such as, in magazine, in newspaper, can be gotten from internet, and also if the teachers have ability in drawing, they can make the pictures themselves, so it is not difficult to get the pictures which the teacher uses for teaching speaking.

F. Picture-Cued Task

Speaking skill is one of English skills that is very important in learning English. The aim of learning English is to make the students able to speak English. There are some techniques that the teacher can use to develop and improve students's speaking ability. One of them is by using picture-cued task that is good for improving students' speaking ability. O'Malley and Pierce (1996) states that picture cue task is a variety of black and white or color pictures or photographs that can be used to elicit the kind of language skill especially for oral language skill.

Moreover, Brown (2004) states that one of the most popular ways to elicit oral language performance at both intensive and extensive speaking is a Picture-cued stimulus that requires a description from the students. He also states that pictures may be very simple pictures that are designed to elicit a word or a phrase. Beside that, it can be composed of a series that tells a story or incident.

For speaking skills, there are some kinds of Picture-cued task. Brown (2004) explains that there are some kinds of Picture-cued tasks for speaking. The first kind is Picture-cues elicitation of minimal pairs. The second kind is Picture-cued elicitation of comparatives. Grammatical categories may be cued by picture. The third kind is Picture-cued elicitation of future tense. The fourth kind is Picture-cued elicitation of nouns, negative responses, numbers, and location. Through this Picture-cued may be stimulate assessment of oral

production. Here, the students are asked to orally identify selected vocabulary items and also assessment of the oral production of negatives, numbers, prepositions, and descriptions of people is elicited. The fifth kind is Picture-cued elicitation of responses and description that is more open-ended performance, the following picture asks the students not only to identify certain specific information but also to elaborate with their own opinion, to accomplish a persuasive function, and to describe preferences in paintings. The sixth kind is map-cued elicitation of giving directions. Another visual stimulus is map which can be used to assess the language forms needed to give directions and specify locations. The seventh kind is picture-cued storytelling. Picture-cued storytelling composed of a series of pictures. Brown explains that this picture-cued task is used by asking the students to tell the story or events that the picture sequence describe. He also explains that in this task, the teacher gives a minute for the students to talk about the picture sequence.

Moreover, Cloudia Ho (p. 4-5) explains that there are two kinds of picture-cued tasks, such as, Picture-cued elicitation of prepositions of space, for example; describing an apartment and use prepositions of use; and Picture-cued elicitation of frequency adverbs and connectors, that is, describing daily life routine and use frequency adverbs and connectors.

Besides, Sabio (2008) states a kind of Picture-cued task, that is, Picture-cued Story-Telling. He states that the purpose of this Picture-cued is to provide students with examples of how chronology is used in discussions and also used

to illustrate situations. In addition, Seda (2009) says that the Picture-cued Story Telling is a technique that allows the participant to speak freely and use his/her own words to tell a story. He also states that the purpose of this technique is to assess general vocabulary, fluency, and pronunciation.

Based on statements from the experts above, Picture-cued task can be concluded as a useful way for eliciting oral production. It means it is to improve and develop oral skills of the students. Picture-cued task is a kind of black and white or color pictures or photographs which are used to the kind of language skill especially for oral language skill. There are many kinds of Picture-cued task. One of them is Picture-cued storytelling. Picture-cued story telling composed of set of pictures. In this task, the students are asked to tell the story based on the pictures. Through Picture-cued task, the students can generate and express their opinion. Therefore, the students' ability in speaking can be improved by using Picture-cued task.

G. Recount Text

In teaching speaking at Junior High School, there are some monolog texts which have to be learned by the students. One of them is recount text. The social function of recount text is to tell the events that happened in the past. According to Gerot and Wignell (1994), the social function of the recount text is to tell events for the purpose of informing and entertaining.

Moreover, Stubbs (2000) states that a recount recalls and reconstructs events, experiences, and achievements from the past in a logical sequence. He also states that some recounts will be purely informative, while others will aim to both inform and entertain. Furthermore, Butt et al (2003) states that a recount is a story genre which is used to tell what happened.

Besides knowing about the social function of recount text, the students also have to know about the generic structures of recount text. The recount text has some generic structures. Stubbs (2000) explains that there are three generic structures of recount text. The first generic structure of recount text is orientation. The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the 5x W formula (who, what, when, where, why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of the detail needed. The second generic structure of recount text is series of events. Events are usually sequenced chronologically. The third generic structure of recount text is re-orientation. This final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. In other words, re-orientation is the conclusion of the story.

Besides considering the generic structures of recount text, this text also has language features. According to Stubbs (2000), there are some language features of recount text. First, simple past tense is used. Second, subject-specific terms (larvae, topography) are used to record facts and events accurately. Third, specific descriptive words (adjectives) help the audience visualize or imagine events. Fourth, a range of conjunctions (because, although, while) is used to link clauses within the sentences. Fifth, time connectives (firstly, next, finally) are used to link separate events or paragraphs into a cohesive whole text. Sixth, adverbs of time (yesterday, outside) and adverbial phrases are also used. Seventh, specific participants (nouns and pronoun) are also used.

After considering the language features of recount text, there are some types of recount text according to some experts. Derewianka (1990) states that there are some types of recount text. The first type of recount text is personal recount. Personal recount means that retelling of an activity that the writer or speaker has been personally involved in. There are characteristics of personal recount: (1) the use of person pronouns (I, We), (2) personal responses to the events can be included, particularly at the end, (3) details are often chosen to add interest or humor.

The second type of recount text is factual recount. In this type, the writer or speaker records the particular of an incident. The incident of this recount is real and it happens in the society. There are some characteristics of

factual recount: (1) the use of the third person (she, he, they, it), (2) details are usually selected to help the reader reconstruct the activity, (3) they are usually selected to help the reader reconstruct the activity or incident accurately such as detail of time, place and manner which may need to be precisely stated.

The third type of recount text is imaginative recount. There are some characteristics of imaginative recount: (1) this recount are usually written in the first person and use personal reaction, (2) the imaginary details of a literacy or a story recount are placed in a realistic context, (3) the character development is emphasized with narrator responding emotively to the events, (3) the sequence of details may be changed but who, what, when, and where are still included.

Furthermore, Stubbs (2000) also differentiates recount text into five types; three of them are similar with the previous explanation. However, he adds two more types of recount text. The first type is a procedural recount records the steps taken in completing a task or procedure. The characteristic of a procedural recount are: the use of technical terms, an accurate time sequence and first person narration (I or we) give credibility to the information provided. The second type is a biographical recount tells the story of a person's life using a third person narrator (he, she, and they). In the case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and

memorable anecdotes. There is often an evaluation of the subject's achievement in the final section.

In conclusion, recount text is a text which has a function to retell the events or story that happen in the past. In other words, recount text is to retell the past events, for example, an experience that happens in the past. Besides the social function, recount text also has three generic structure such as orientation, series of events and re-orientation. Beside that, this text also has some language features such as using past tense, using conjunctions, using time connectives, using adverbs of time and so on. Moreover, there are some types of recount text such as a personal recount, a factual recount, an imaginative recount, a procedural recount and a biographical recount. Therefore, in teaching recount text, the teacher has to consider everything that relates to recount text.

H. Retelling

There are many techniques which can be used by the teachers in teaching speaking. One of the techniques is retelling which is usually used in teaching speaking to help the student able to communicate in English. Deacon and Murphey (2001) state that retelling is a common way that many people use a part of their communication. Retelling is the technique in which the students are asked to retell the story that they have been read or heard. Brown (2004) states that retelling is where the students hear or read a story or news event that they are asked to retell. It supported by Kissner (2006) that retelling is a

technique where the students have to retell the events to a listener after they hear or read a story. In addition, Stoicovy (2006) states that retelling technique is a process of re-memorizing what we listened to and read.

This technique can be used to know the students' comprehension about something that they have read, listened, or watched in learning process. Deacon and Murphey (2001) states that retelling can help the teacher to identify the level of students' comprehension of what they listen and read. In addition, Stoicovy (2006) states that retelling technique can be used as a way to promote students' comprehension. He also states that retelling has positive influence in language learning as it promotes students' ability in rearranging information from the text that they have read.

In retelling process, the students can develop their knowledge about the text which has been learned by the students. The students can retell the text that had been learned by using their own words, but the information from the text does not change. Brown and Cambourne (1987) mention that during the retelling process students apply and develop their language knowledge through internalization of the text's features.

This technique also can help the students to improve their vocabulary, grammar, and also the students' pronunciation. Deacon and Murphey (2001) explains that to overcome the difficulty in using the target language, retelling story is one of the recommended techniques which can help language learners in improving his knowledge of vocabulary, grammatical structures, and

pronunciation. In other words, by using retelling technique, the students also are helped to speak English.

From the explanation above, it can be concluded that retelling is one of techniques that is usually used in teaching speaking in Junior High School. Retelling is where the students retell the story that they have been read or listen. This technique can improve students' vocabulary, grammar, and pronunciation. Therefore, this technique also can help the students able to speak English.

I. Teaching Speaking at Junior High School Students

Teaching speaking to Junior High School students is not the same with teaching adult because they are in adolescence. Because of that, the teachers have to know the best way to teach adolescents. In fact, Junior High School students are still around 12- 15 years old. According to Erikson (1968), the ages between 10-20 years are called adolescent. Moreover, Arnett (2009) states that adolescent extended from age 14-21. In adolescence, the students have big motivation in learning something, including learning English, especially learning speaking. Because of that, the teachers have to build their motivation in learning speaking. In addition, Klein (2005) states that the adolescents show a greater motivation than adult.

Basically, adolescents always change their mood everytime. According to Hall (in Arnett, 2006), adolescence as a time when depressed mood is more

common than at other ages. Therefore, the teachers have to know the appropriate way for teaching English to Junior High School students not only when their mood is good but also when their mood is bad. Since, their mood still changes everytime, the teachers have to know how to build their motivation to learn English.

Teaching speaking to Junior High School students is not easy. As a foreign language, English is difficult to be learned by the students. English is not their own language. The students can use their mother tongue to communicate with other people around them. Beside that, it is not easy for the students to understand the grammatical rules of English. Moreover, the students are difficult to pronounce the English words correctly, because the way of pronouncing English words is too different from their mother tongue. The students also have lack of vocabulary. They only know some English words. As a result, it is difficult for the students to acquire speaking skill.

The teachers have to know about the curriculum which is used in Indonesia. Today, *KTSP* curriculum is used at Junior High School in Indonesia. This curriculum applies the genre based approach. Based on *Departemen Pendidikan Nasional* (2003) in genre based approach, there is a competence model that is formulated as communicative competence. Communicative competence includes discourse competence, linguistic competence, socio-cultural competence, and strategic competence.

Moreover, *KTSP* (2006) explains some objectives to make the students have competency. The first objective is developing communicative competence in oral and written to rich functional literacy. The second objective is having awareness about the important of English for increasing the national competition in global society. The third objective is developing students understanding about the relationships between language and culture.

In addition, there are some scopes of English subject in Junior High School. The first scope is discourse ability that is the ability to understand and to produce oral or written text that is implemented in four skills of English language, such as: listening, speaking, reading, and writing to reach functional literacy level. The second scope is the ability to understand and produce short functional texts, monolog, and essay in form of procedure, descriptive, recount, narrative, and report. Material gradation shows in using vocabulary, structure, and rhetorica steps. The third scope is supporting competences that are linguistic competence (using structure, vocabulary, pronunciation and syntaxis), sociocultural competence, and strategy competence (solving the problem in communication process with some ways in order to keep the communication).

Generally, teaching speaking at Junior High School tends to focus on written activity. However, *KTSP* (2006) states that teaching speaking at Junior High School is aimed to the students, so that the students can reach the functional level. The functional level means the students can communicate

orally and written to finish or solve their daily problems. In teaching speaking at Junior High School, the students have to express meaning in transactional and interpersonal conversation, in short oral functional texts, and in simple short monolog texts. Actually, there are some monolog texts that must be taught by the teachers. One of them is recount text which is taught at second grade of Junior High School students.

In conclusion, teaching speaking at Junior High School is important, because it is aimed to the students. The teachers have to follow the curriculum for teaching speaking correctly in order to make the students can reach all competences and able to speak English. By following the curriculum, the objective of learning English in Junior High School will be reached.

J. Previous Related Studies

There has been some researches done related to Picture-cued task (Ellis, 2002; Ellis et al, 2006; Han, 2007) researched about Picture-cued Narrative Activity. In the present of the study, pictures illustrating the story of “Cinderella” were chosen because this fairy tale had previously appeared as a dictogloss and thus was expected to allow students to communicate without being overloaded with new information. The teacher first divided the class into 10 small groups of two or three students according to their seating positions. Ten numbered pictures, each with several characters depicting a scene of the story, were distributed among the groups. The students in each group were

allowed to prepare for 5 min, and then together the 10 groups told the story in sequence. As students presented their part of the story, teachers in the treatment groups provided one type of CF following errors in past tense, whereas in the control group, the teacher only provided feedback on vocabulary errors.

Moreover, Setyaningsih (2010) researched about utilizing Picture-cue technique to improve the speaking ability of the seventh year students of SMP Negeri 13 Malang. This study was a collaborative classroom action research, which consisted of two cycles; each cycle consisted of two meetings. She found that picture cue technique effectively improved the students' speaking ability. It can be seen from the result of the implementation of picture cue technique in cycle 2. It was found that 79.48 % (31 out of 39 students) could achieve score 3.00 (minimum score) for "good" qualification. Moreover, most of them gave positive response towards the implementation of picture cue technique. In addition, it was found that the students improved their fluency, accuracy, and confidence. It helped students express their ideas freely based on the picture they choose.

Based on the previous researches above, the researcher was interested in conducting research about using picture-cued task. Therefore, in this research, Picture-cued task also was used for students' speaking skill. The researcher saw the effect of using this task on students' ability in producing oral recount text. The researcher divided the students into several groups. One group consists of

four to six students. Each group gets Picture-cued task that forms picture series. Their task is the students describe the pictures orally.

K. Hypothesis

Hypothesis in this research were null hypothesis (H_0) and alternative hypothesis (H_1) were proposed as follow:

H_0 : There is no significant difference of students' ability in producing oral recount text between the students who are taught by using Picture-cued task and the students who are not taught by using Picture-cued task.

H_1 : There is a significant difference of students' ability in producing oral recount text between the students who are taught by using Picture-cued task and the students who are not taught by using Picture-cued task.

L. Theoretical Framework

Usually the English teachers in Junior High School like using conventional technique, for example, giving dialogue or conversation from English book, and then asking the students to read the dialogue together and after that ask the students to create a new dialogue like dialogue from the book. This technique will make the students not say anything in English. As a result, the students are not able to speak English, because they just make the dialogue based on a situation that the teachers give and if they want to say about other things in English, they cannot say it.

Before teaching speaking, the teachers have to know some purposes of teaching speaking. There are some purposes of teaching speaking. First is to increase the number of opportunities for language students to practice. Second is to create the students' interest in speaking. Third is to allow natural learning. After knowing the purposes of teaching speaking, the teachers can choose the appropriate technique for teaching speaking. The researcher uses a new technique that is named Picture-cued task. This task composed of a series of picture. By using this technique, the students are expected to have ability to generate and express their ideas. After generating ideas, the students try to speak English. This technique is expected to increase the students' ability in producing oral recount text. Beside that, to implement the technique, the teachers have to pay attention to the curriculum which is used for teaching speaking. The curriculum that is used is *KTSP*. From the explanation above, the theoretical framework of this study is shown in the diagram below:

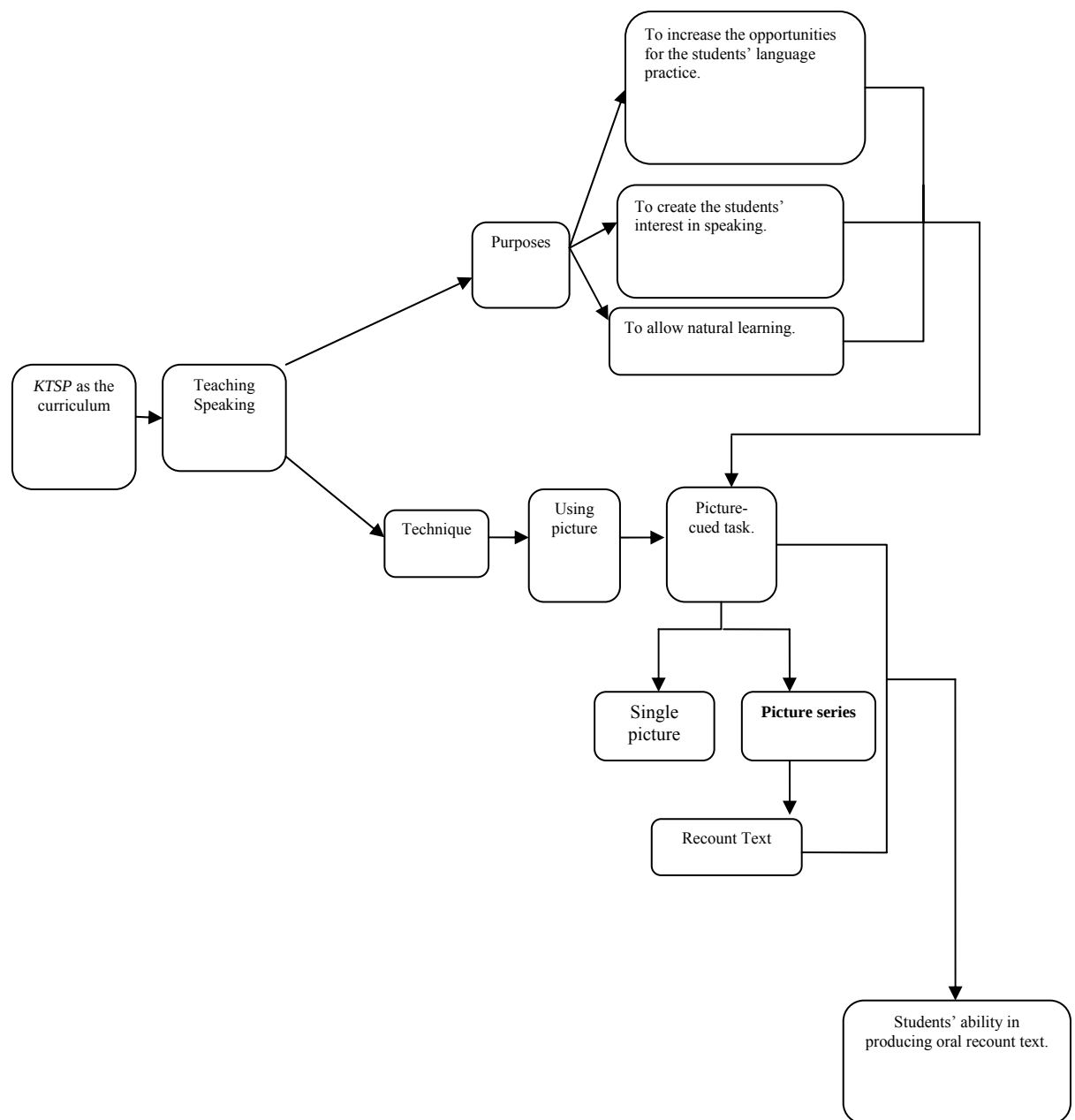


Figure 1: Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Picture-cued task is one of alternative ways that is beneficial for students' speaking ability in teaching speaking. As the matter of fact, the finding of this research implied the same. In this research, there are two groups involved. They are experimental and control groups. The experimental group was treated by using Picture-cued task. Meanwhile, the control group was treated by using retelling technique. At the end of this research the posttest was given and the scores between the two groups were compared.

As mentioned in chapter I, the purpose of this research was to find out whether Picture-cued task gives better effect on the students' ability in producing oral recount text at Junior High School. Based on the data analysis that had been discussed in the previous chapter, it was proven that Picture-cued task gives a significant difference between the experimental and control groups on their ability in producing oral recount text.

Based on the hypothesis testing, the value of $t_{\text{calculated}}$ was bigger than the value of the t_{table} at the level of significance 0.05 ($t_{\text{calculated}} > t_{\text{table}} = 3.032 > 2.000$). In other words, the difference of students' ability in producing oral recount text between the two groups was significant. From that result, it was decided that H_0 was rejected and H_1 was accepted. Therefore, it can be

concluded that the students who are taught by using Picture-cued task in speaking have better ability in producing oral recount text than those who are not.

B. Suggestions

Based on the research finding, it was proven that teaching speaking by using Picture-cued task give better effect on students' ability in producing oral recount text than those who are not taught by using Picture-cued task. Therefore, there are several suggestions suggested for English teachers and the next researchers. First, it is strongly suggested for the English teachers to use Picture-cued task for teaching speaking in their English class because this task gives better effect on students' speaking ability. By using Picture-cued task, the students are free to express and develop their ideas in telling the events based on the picture series given. Second, the English teachers are also suggested to use Picture-cued task in teaching other skills to help the students in mastering those skills.

Other suggestion is addressed for the next researchers who wish to conduct deeper research on this study. First, it is expected to the next researchers to see other issues that had not been covered by the researcher. Second, it is also suggested for the next researchers to find out the effect of using Picture-cued task in other skills in English such as reading and writing.

Therefore, since this research is only a beginning research, the further research is expected to conduct deeper research about this study.

BIBLIOGRAPHY

- Aidawati. 2007. *Pembelajaran Kooperatif Menggunakan Picture Paired Retelling untuk Meningkatkan Motivasi Belajar Teks Deskriptif Bahasa Inggris Kelas X-1 SMAN 10 Bogor*.
- Ahmann, J. Stanley & Marvin D. Glock. 1979. *Evaluating Pupil Growth*. Boston: Allyn and Bacon. Inc.
- Arnet, Jeffrey Jensen. 2009. *Adolescence and Emerging Adulthood* (3rd edition). New Jersey: Pearson Education
- Barret, Harrold. 1968. *Practical Method in Speech: An Interactive Approach to Language Pedagogy*. San Fransisco: Addison Wesly Longman, Inc.
- Barwick, Jhon. 1999. *Targetting Text: Photocopiable Units Based on English Text Types: Upper Level*. Glebe: Blake Education.
- Brilhart, John K. et al. 1992. *Practical Public Speaking*. New York: Harper Collins.
- Brown, H.Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. San Francisco: Pearson Education, Inc.
- Celce, Marianne & Murcia. 2001. *Teaching English as a Second or Foreign Language*. Heinle: Cengage Learning.
- Derewianka, Beverly. 1991. *Exploring How Texts Work*. Sydney: PETA.
- Dimpere, Inara. 1996. "How to Make Drills More Exciting by Using Picture". *English Teaching Forum*. Vol 34. No. 3-4. July/October.
- Figuroa Seda, Virginia D. 2009. *Sample ESL Oral Tests to Assess English Proficiency Skills of Pre- Basic Students at UPRM*. <http://grad.uprm.edu/tesis/figueroaseda.pdf>. Retrieved on September 20th, 2010.
- Finocchiaro, Mary and Michael Bonomo. 1987. *The foreign Language Learning*. London: Longman.
- Gay, L. R. 2009. *Educational Research: Competencies for Analysis and Applications*. New Jersey: Pearson Education, Inc.

- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Third Edition. Los Angeles: University of California.
- Harris, David. P.1974. *Testing English as Second Language*, New Delhi: Mc Graw-Hill. Inc
- Kayi, Hayriye. 2006. "Teaching Speaking: Activities to Promote Speaking". *The Internet TESL Journal*, XII, No. 11 Retrieved from <http://iteslj.org/articles/kayi-teaching-speaking.html> January 5th, 2011.
- Klein. 2005. *Teaching Young Learners*. English Teaching Forum. Vol. 43 No. 1 P1.
- Littlewood, William.1981. *Communicative Language Teaching*. New York: Prentice Hall, Ltd
- Murcia, Celce Marianne.1991. *Teaching English as a Second Language*. New York: New Burry House.
- Niles, Stafford et. Al. 1981. *Reading Tactic C*. California: Scott, Foreman and Company.
- Nunan, David. 2003. *Practical English Language Teaching*. Singapore: Mc.Graw-Hill.
- Nunan, David. 2005. *Practical English Language Teachng: Speaking*. New York: Mc.Graw – Hill.
- O'Malley, J. Micheal & Pierce Valdez Lorraine. 1996. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison-Wesley Publishing Company, Inc.
- Pedliwati. 1996. *The Advantages of Pictures in Pre Reading Activity*, STKIP PGRI, Padang.
- Richard, Jack C, and Willy A, Renandya. 2002. *Methodology in Language Teaching: An Antology of Current Practice*, New York: Cambridge University Press.
- Richards, Jack C. 2008. "Teaching Listening and Speaking from Theory to Practice". http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Teaching-Listening-Speaking.pdf. Retrieved on September 20th, 2010.

- Sabio, Rafael. 2008. *Speaking and Listening Assessment*.
<http://www.ralphsesljunction.com/speakinglistening.pdf> retrieved on August 25th, 2010.
- Santrock, John. W. 1994. *Child Development*. W. M. C. Dallas: Brown Communications Inc.
- Schumin, Kang. 2002. *Factor to Consider: Developing adult EFL Students Speaking Abilities in Richard and W Renandya*. Methodology in Language Teaching an Anthology of Current Practice. New York: Cambridge Universities Press.
- Stubbs, Sue. 2000. *Targetting Text: Photocopiable Units Based on English Text Type: Junior High School*, Sydney: Blake Education.
- Takagi, T. 1997. *The Facilitative Role of Writing Activities to Improve L2 Speaking*. English Teaching Forum, Vol. 35 no. 1. p. 15-16.
- Tarigan, D. 1995. "A Strategy for Effective Interclass Oral Communicate." *English Teaching Forum*. January. Vol. 24. No. 4. P. 7-9.
- Ur, Penny. 1996. *A Course in Language Learning: Practice and Theory*. Cambridge: Cambridge University Press.
- Welker, R. James. 1996. "Easy English Communication at the Secondary Level." The Internet TESL Journal. <http://iteslj.org/Articles/Welker-Communication.html>
- Widdowson, HG. 1997. *Teaching Language as Communication*. Oxford: Oxford University Press.
- Wood, Caroline. 2005. *Teaching and Assessing Skills in Foreign Languages*. Cambridge: Cambridge University Press.
- Wright, Andrew. 1999. *Pictures for Language Learning*. Cambridge: Cambridge University Press.
- Zhang, Xian Hao. 1997. "Tape Recorder. Role Plays and Turn-Taking in large EFL Listening and Speaking Class." *English Teaching Forum*. July.