



IMPROVING SPEAKING ABILITY BY USING PICTURE SERIES

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ABSTRACT

Speaking ability is a linguistic aptitude or a mode of communication in which a person can communicate his or her thoughts or information in a logical order while mastering the mechanics of speaking convention (pronunciation, grammar, vocabulary, fluency and understanding). The researcher used Picture Series Technique to overcome the challenges that the students were having in this study. This research was conducted in order to improve students' speaking ability through Picture Series Technique in the first grader students of MTs MUNIR ISMAIL Gondanglegi Malang 2020-2021. The researcher chose Classroom Action Research (CAR) as the technique of research in this study. This study was carried out in two stages by the researcher. The first cycle consisted of two meetings, whereas the second cycle consisted of one meeting. The researcher employed the Picture Series Technique to create a pleasant environment throughout the speaking teaching and learning process, and, more significantly, to increase the students' speaking abilities. The subject of this research was the students of first grader students in MTs MUNIR ISMAIL. The instruments to collect the data were interview, observation checklist, and speaking test. The findings of this study revealed that employing Picture Series Technique in teaching speaking, particularly in describing people, yielded positive results. The researcher might be able to help the pupils enhance their speaking skills. Their comments indicated that they were interested in learning about the subject of speaking since they found it simpler to communicate utilizing the Picture Series Technique. Their average score is 74, based on the results of cycle 1. As a consequence of the second cycle, their average score is 81.

Keywords: Speaking, Picture Series, Improving.

1. INTRODUCTION

In this era of globalization, English is swiftly becoming the most useful language to know. In many nations nowadays, English is extensively spoken as an international language. People are expected to be able to speak both their native language and English due to global requirements.¹ This becomes the reason for Indonesian students to master English.

English is the most widely spoken foreign language in Indonesia. As a result, English has been made a compulsory subject from junior high school through university level, with four skills being taught. Listening, speaking, reading, and writing are the four skills. Listening and reading are considered receptive skills, but speaking and writing are considered productive or efficient skills. Students must learn to listen, speak, read, and write in English, as well as master the four English macro skills, in order to achieve the teaching and learning objectives.

Between receptive and productive skills of English, there are a few distinctions to be made. The major distinction is that children with receptive abilities do not need to invent language; rather, they must acquire and absorb it. Passive skills are another name for receptive skills. Meanwhile, students must develop language in both spoken and written forms. On the other hand, because they are interwoven, both receptive and productive abilities are essential. Students must also study them in the following order: receptive first, productive second. These four skills are essential for teaching and learning English, and students must have a solid command of them to be effective English learners.

One of the linguistic competencies that each foreign language learner must develop is the capacity to speak or communicate in the target language. They should concentrate on strengthening their speaking skills when learning a language. The reasoning behind this is that learning English may encourage kids to grasp the language. Speaking abilities can also be used to determine the success of English learning. Because the language course aids students in communicating in English, speaking skills should be taught and developed in the language classroom. Mastery of linguistic qualities, according to Hammer, involves the capacity to 'on the fly' ab-

¹ C. P. Abadi, Developing speaking skill in EFL English course. *Journal on English as a Foreign Language (JEFL)*, 5 (2) (2015), p. 133–140. <https://doi.org/10.23971/jevl.v5i2.373>

sort information and language, as well as the ability to communicate successfully.² Furthermore, according to Laisouw, speaking is a talent that necessitates not just linguistic but also sociolinguistic abilities, such as knowing when, why, and how language might be created to transmit ideas.³ Speaking is a social communication tool, and the researcher may draw from the description above that it is one of the most significant talents to develop and improve.

However, teaching pupils how to talk in a group is difficult. In fact, students struggle to learn English. Students' communication skills are still poor. This implies that the youngsters still needed further guidance from the teacher. Following the researcher's observation and chat with a teacher at one of the junior high schools, several difficulties were discovered.

The kids' speaking ability was low in the first challenge. The students' average speaking ability score fell short of the basic requirements. 73 percent of pupils received a score below 75, when the aim of descriptive content in MTs Munir Ismail is for the student to have a score of 75 or higher. It was because the students battled with their speaking abilities, such as a lack of confidence while performing in front of the class, feelings of humiliation and apprehension when speaking English because they were frightened of making a mistake while communicating an idea, feeling, or instruction. They also lack vocabulary knowledge, which is an essential component of acquiring English speaking.

Second, the teacher employs the traditional teaching style. It had the potential to create a dull environment, which might lead to kids being bored owing to a lack of contact between students and professors. They did not appear to be enthusiastic about the teacher's technique. Because the students were relying on the teacher to find the lesson, the technique could not allow them to discover their own strengths. As a result, when faced with an English learning task, some of them were bored and demotivated. Many students yawned, while others were distracted with their own business, such as talking to a friend or cracking a joke in class, and so did not pay attention to the teacher, according to the researcher.

² Jeremy Harmer, *The Practice of English Language Teaching*. (Essex: Pearson Education, Inc., 2001), p. 265

³ fatmawati Laisouw, "The Effect of Debate Technique to students' Speaking Ability", *Lingua*, 2, 22. 2019, p. 16

The interview findings, according to the previous description, mirror the students' speaking test score, which was still within the instructors' grading threshold for speaking competence. One of the possible explanations for pupils' poor marks is a lack of different sorts of application of the teacher's talents. The use of a novel approach aims to boost student engagement in teaching and learning. Photographs, according to Wright, are not just a component of the technique, but also an important aspect of the whole experience that teachers must assist their students cope with through their representations of locations, objects, and people.⁴

According to Zida Malichah's theory, teachers can use pictures in any approach or activity to achieve the goal of speaking. Teachers and students can occasionally use their own drawings as a way to express themselves artistically. As a result, it was hypothesized that image series may be used to assist students in overcoming obstacles and improving their speaking talents.⁵

The impact of the image sequence strategy on improving pupils' speaking skills has been studied extensively. It is possible to argue that the picture series technique in foreign language teaching can help pupils improve their speaking ability. On the other hand, certain researchers' opinions can be supported as follows:

Fadel Latief conducted the research with the same topic: "At State Islamic Junior High School Kampar, the Effect of Using Picture Series Technique to Improve Students' Speaking Skill in Narrative Text of Second Year, in academic year 2017. The study used an experimental research design. There is evidence that the implementation of teaching speaking through the use of a picture sequence technique developed successfully, according to the conclusions of his research. This strategy can help students enhance their speaking skills. Furthermore, the majority of students feel that the picture series technique is effective, acceptable, and does not bore them. It is clear from the findings of this study that using the picture sequence strategy to help students build their speaking skills is effective."⁶

⁴ Andrew Wright, *Pictures for Language Learning*. (Cambridge: Cambridge University Press. 1989), p. 2.

⁵ Zida Malichah, "Improving the Speaking Skills by Using Picture Series", *Thesis*, (Yogyakarta: Universitas Negeri, 2014), p. 4.

⁶ Fadel Latief, "The Effect of Using Picture Series Technique to Improve Students' Speaking Skill In Narrative Text", *Skripsi* (Riau: Islamic University Of Sultan Syarif Kasim, 2017)

Umi Hani Handayani also conducted the research by using the same technique: "Retelling Story through Picture Series to Improve Students' Speaking Skill at The Eleventh Grade Students of SMK Al-Wutsqo Kota Serang, in academic year 2017-2018". The design of the study is classroom action research (CAR). Students' speaking skills have improved as a result of this research. It can be seen in the students' speaking performance exam results for each cycle, where students' speaking skills received a total of 1195 with an average of 54,5 in pre-cycle (low). A total of 1363 votes were cast in the first cycle, with an average of 61.7%. (fair) and at the end of the second cycle, students' English speaking skills had improved to 1569, with an average of 71,3 points (good). Based on the position of speaking proficiency, the average score of the students in the previous cycle is good. We may compare and conclude that recounting the story using image series in increasing students' speaking competence is beneficial based on the average scores of students from each cycle. The use of picture series to recount a tale might help students gain confidence. It can help boost pupils' enthusiasm for learning a story.⁷

Using the picture sequence approach to teach speaking classes has highlighted comparable difficulties in previous research that supports the above-mentioned position. According to the study's findings, all of this points to the benefits of teaching a speaking class. As a consequence, it can be stated that using the photo sequence technique to motivate kids to progress, particularly in speaking, is advantageous.

Given the conditions, it is critical to do this research to improve the kids' capacity to communicate by using a series of drawings in MTs Munir Ismail's first grade students. The difficulties are supposed to be solved by adopting the needed technique. It is critical to examine speaking approach to stimulate the student's growing excitement and delight. In this scenario, it may be assumed that a motivated student will be ready to learn new things and improve their grades. As a result, the outcome is likely to affect the quality of teaching and learning at the school. So that, the researcher investigated the improvement of students' speaking abilities by using picture series.

⁷ Umi Hani Handayani, "Retelling Story Through Picture Series to Improve Students' Speaking Skill", *Skripsi* (Banten: The State Islamic University Sultan Maulana Hasanuddin, 2018)

2. METHOD

A teacher's classroom action research (CAR) is a study undertaken to solve a student's problem by himself or herself as a teacher, researcher, or partner using a class teaching technique with the goal of supporting students' learning standards and improving their learning scores.⁸ It has the potential to change their educational work for the better. The study is a participant study, which implies that the researcher must be directly involved in the research process from the start until the publication of the findings.⁹

The goal of this study is to increase students' speaking abilities using a visual series. This study also includes the research method, data collection and source data, cycles, success criteria, data gathering technique, data analysis technique, validity and reliability, and the research procedure.

According to Kemmis and McTaggart, class action research necessitates repeated cycles of preparing, acting, observing, and reflecting. The results of one cycle are utilized to assess the necessity for the next cycle until the approach has resolved the issues.

The researcher followed the steps of Classroom Action Research. The first step is Preliminary study. In this step, the researcher identifies the difficulty of speaking class by conducting an interview with the instructor on speaking teaching and learning and keeping track of the students' speaking scores. By constructing a lesson plan and instruments, then the researcher produced a teaching approach based on the image series technique, as well as a success criterion. For the next step, the researcher uses the image series approach to accomplish the lesson plan in the teaching of speaking. Then, the researcher did observation and evaluation to the implementation of technique itself and evaluate the result of the teaching and learning.

The last step is collecting the data. In this step, the data was divided into two categories by the researcher: qualitative data and quantitative data. The processes of

⁸ Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction*, (Malang: UM PRESS 2012), p. 144.

⁹ Trianto, *Penelitian Tindakan Kelas*, cetakan III (Jakarta: Prestasi Pustaka, 2012), p. 28

observation and interview were utilized to acquire data in the form of qualitative data. An observation document and interview instructions were also necessary in this situation. In the meanwhile, the quantitative data was acquired using the pupils' test results. After that, the researcher conducted reflection by analyzing the data collected.

3. FINDINGS

The photo series approach was applied in two steps. Two meetings are held in the first cycle, but just one meeting is held in the second cycle. At the last meeting of the cycle, the students' speaking abilities were assessed.

3.1. Finding of Preliminary Study

A preliminary inquiry was conducted on January 26th. In this preliminary study, the researcher studied the attitudes of the students and the instructor during the teaching and learning process in the classroom. The researcher noticed that the students were having problems learning, particularly in their capacity to speak, based on an interview with the teacher. The researcher noticed that the kids' communication skills were severely limited. The majority of students did not get the required passing mark of 75. Furthermore, the students did not comprehend how to describe a person adequately during the teaching and learning process. They received an average score of 70, while the success threshold set by the researcher was 75.

Table 1: Result of Preliminary Study

Students' Achievement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	11.5	11.5	11.5
	62	1	3.8	3.8	15.4
	65	3	11.5	11.5	26.9
	68	1	3.8	3.8	30.8
	70	6	23.1	23.1	53.8
	72	3	11.5	11.5	65.4
	73	1	3.8	3.8	69.2

74	1	3.8	3.8	73.1
75	2	7.7	7.7	80.8
76	1	3.8	3.8	84.6
78	1	3.8	3.8	88.5
80	1	3.8	3.8	92.3
85	2	7.7	7.7	100
Total	26	100	100	

According to the conclusions of the preliminary investigation, 19 pupils were still acquiring fewer than 75 points. In addition, the researcher sought to solve the problem by using the image sequence approach to help pupils improve their speaking talents. Picture series is one of the medium used to teach English. It may be an excellent speaking stimulus, but it must be customized to the student's ability. A picture might be very basic, meant to elicit a single word or phrase, slightly more complex and "busy," or comprised of a series of pictures that depict a story or occurrence.¹⁰

The researcher believes that the image series approach can solve the problem while also increasing the students' speaking abilities, particularly describing people, due to the beneficial contribution of the picture series technique and the strong desire to find a solution to the problem.

3.2. Finding of Cycle 1

Cycle 1 ran from May 3rd to May 29th, 2021, and featured two meetings as well as numerous components, such as student participation and success.

3.2.1. Students' Participant during Educational Process

During the first meeting, the researcher showed a descriptive image, emphasizing the importance of characterizing people and the use of a photo series approach to teach students how to speak in an interesting manner. The researcher described the steps involved in implementing the photo series approach in this phase. Students' creativity may easily be sparked by picture series, which are a pleasant method to

¹⁰ H. D Brown, *Language Assessment: Principles and Classroom Practices*. (London: Longman Group, 2003), p. 151

study. They may follow along with the picture and tell a story based on what they see.

The kids looked to be very involved and motivated as a result of the novel way of teaching speaking. During the image series teaching and learning process, the majority of students paid greater attention to the researcher's explanation. The researcher was able to keep the class under control despite the fact that some of them were talking to their buddies instead of paying attention.

In addition to giving the therapy, the researcher assessed the students' conduct during the learning process to measure their attractiveness. The behavior evaluation looked at three factors: excitement, attentiveness, and confidence.

1) Aspect of scoring

The following table was utilized as a scoring guide for the score of the student's behavior evaluation.

Table 2: Scoring Guide for the Student's Behavior Evaluation

No.	Categories	Scoring
1	Excellent	76 – 100
2	Good	51 – 76
3	Enough	26 – 50
4	Less	0 – 25

2) The outcome of the behavior analysis

The following is the outcome of the first meeting's conduct assessment:

Table 3: The Result of Behavior Assessment

	N	Min	Max	Mean
Enthusiasm	26	25	75	50.96
Attention	26	25	75	50.96
Confidence	26	25	50	34.61
Valid N (list wise)				

Based on the results of the aforementioned behavior analysis, it can be inferred that:

- ✓ Students who were enthusiastic got total average score 51. Pupils who received a score of 25 had four students, students who received a score of 50 had seventeen students, and students who received a score of 75 had five students.
- ✓ Students who paid attention received a total score of 51. Pupils who received a score of 25 had four students, students who received a score of 50 had seventeen students, and students who received a score of 75 had five students.
- ✓ Students who are confidence got total average score 35. In detail, Students who received a score of 25 had 16 classmates, while those who received a score of 50 had ten.

In the second meeting, the researcher introduced the material and then employed the picture series approach. The researcher had previously guided the students through a review of previous material and taught them how to use the term "subject agreement," which is commonly used to characterize individuals. That activity elicited a lot of enthusiasm from the students. Some students got involved by posing questions to the researcher. In order to conduct the speaking accomplishment test, the researcher offered them several sentences vocally. The students then present their results one by one to the rest of the class. The children looked to be quite passionate about finishing their work in this exercise.

Table 4: The Result of Behavior Assessment of Cycle 2

	N	Min	Max	Mean
Enthusiasm	26	50	100	75.96
Attention	26	50	75	67.30
Confidence	26	25	75	50
Valid N (list wise)				

Based on the results of the aforementioned behavior analysis, it can be inferred that:

- ✓ Students who were enthusiastic got total average score 76. In detail, Students who received a score of 50 were three, students who received a score of 75 were nineteen, and students who received a score of 100 were four.
- ✓ Students who pay attention got total average score 67. In detail, Students who received a score of 50 were eight, while those who received a score of 75 were eighteen.

- ✓ Students who are confidence got total average score 50. In detail, Pupils who had a score of 25 had four students, students who received a score of 50 had eight students, and students who received a score of 75 had four students.

3.2.2. The Outcome of the Students' Speaking

The students' prior speaking achievement test before using the image series approach had an average score of 70, but the speaking achievement exam after utilizing the picture series technique had an average score of 74.

The students' speaking skills increased after being directed using the image sequence approach in compared to their prior score, although the change was not substantial.

Table 5: Result of Students' Speaking

Descriptive Statistics			
	N	Sum	Mean
Score	26	1936	74.46
Valid N (listwise)	26		

Based on the results of the students' speaking exam from cycle 1, the researcher observed multiple occasions where the pupils had difficulty:

- 1) The pupils difficult in pronunciation and they had less vocabulary mastery.
- 2) They lack of confident, ashamed and nervous to speak English
- 3) They afraid making mistake during conveying idea and taught.

3.2.3. Conclusion of Cycle 1

The researcher detected cycle 1's flaws and updated the technique to avoid making the same error in the next cycle, based on past observations and assessments. Based on the results of teaching and learning, several conclusions were formed. 16 students passed the test and 10 students failed it, with an average score of 74, according to the first-cycle students' speaking therapy.

The students' speaking score did not meet the established success criteria. As a result, the researcher chose to proceed to the next cycle by:

- 1) More effective in explaining the content
- 2) More effective in implementation

3.3. Finding of Cycle 2

The second cycle followed on from the first. The materials and principles employed in Cycles 1 and 2 were the same. The study was completed on May 29th, 2021.

During the second cycle of this study, there was only one meeting. There were two phases: active involvement by students and success by pupils.

3.3.1. Students' Participant During The Educational Process

In the third meeting cycle 2, the researcher went through the descriptive picture and image series approach in greater depth.

During the teaching and learning process utilizing the image series approach, the majority of students paid greater attention to the researcher explanation. The researcher was able to keep the class under control despite the fact that some of them were distracted by their partners.

The researcher examined conduct in the same way as at the last meeting, producing the following results:

Table 6: Result of Behavior Assessment

	N	Min	Max	Mean
Enthusiasm	26	75	100	82.69
Attention	26	75	100	76.92
Confidence	26	75	75	75
Valid N (list wise)				

It is feasible to draw the following conclusions based on the results of the preceding behavior assessment:

- 1) Students who were enthusiastic got total average score 83. In detail, Students who received a score of 75 were 19, while students who received a score of 100 were 7.
- 2) Students who pay attention got total average score 77. In detail, there were 24 pupils who received a score of 75, and two students who received a score of 100.
- 3) Students who are confidence got total average score 75. In detail, All 26 pupils received a score of 75.

3.3.2. The Outcome of Students' Speaking

The average score in cycle 2 was 74, while the speaking accomplishment exam in cycle 2 was 81, based on the students' preceding cycle 1 results. The children's capacity to communicate had improved in contrast to their previous cycle 2 score, indicating that they had met the researcher's success criterion.

Table 7: Result of Students' Reading

Students' Achievement					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	60	1	3,8	3,8	3,8
	68	2	7,7	7,7	11,5
	76	7	26,9	26,9	38,5
	80	5	19,2	19,2	57,7
	84	1	3,8	3,8	61,5
	88	5	19,2	19,2	80,8
	92	5	19,2	19,2	100,0
Total	26		100,0	100,0	

According on the table above, it is possible to conclude that:

- 1) The students receive an average score that exceeds the success requirement.
- 2) The students who got 84 was 1 student or 3.8 %, students who received 80 received 5 students or 19.2 %, students who received 88 received 5 students or 19.2 %, students who received 92 received 5 students or 19.2 %, and students who received 76 received 7 students or 26.9%.

3.3.3. Conclusion of Cycle 2

It was possible to see that the students had improved based on the success criteria that they had met after the deployment of image series based on the teaching-learning process and cycle 2 results.

In the second cycle, the teaching and learning process was connected to the lesson plan, and the researcher, like in the previous cycle, employed a new lesson plan for each meeting. The researcher attempted to explain the notion in a more straight-forward manner. The researcher, on the other hand, continued with the same methods as before, including the first cycle. In the same way as the previous cycle,

the researcher will discuss the photo series approach. Using the picture series technique, the researcher was able to clearly explain the material using a series of images.

The researcher then instructs students to write numerous phrases describing people, particularly their own family, and then deliver them one by one in front of the class. The researchers' success criterion was met by the students, resulting in this cycle's improvement. The students looked to be more engaged than before, and they were not chit-chatting with their classmates.

4. DISCUSSION

This section covers the preliminary study's findings, the outcomes of cycles 1 and 2, and the improvement in students' speaking abilities using the image series approach. It also encouraged students to take an active role in their English lessons, particularly when it came to speaking. In addition, the pupils were more interested in studying English in an entertaining approach.

The preliminary study's findings revealed the students' true predicament. When students were not engaged during teaching and learning activities, the instructor taught them in a traditional manner, resulting in a classroom where the teacher was the only one there and the students were not engaging.

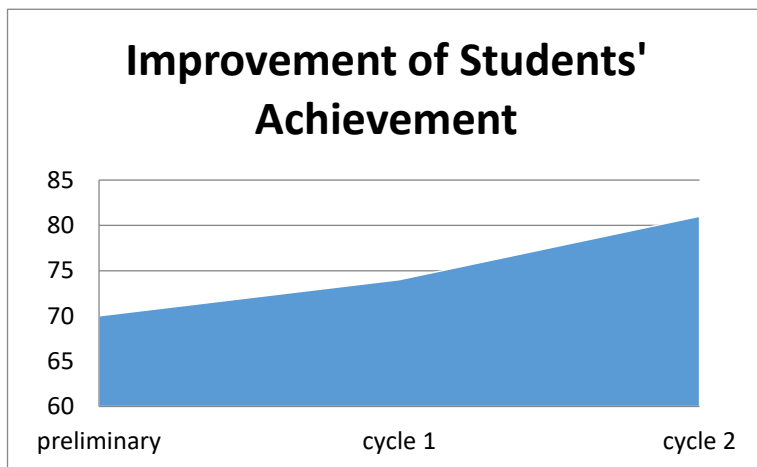
Consequently, the students were bored, didn't participate in class, and didn't want to learn English. Furthermore, the findings of the researcher's pre-test on characterizing a person were bad. The average score for the 26 students was 70.

The students' speaking skills increased after using the image sequence approach, as seen by the teaching learning process. In terms of success criteria, the students' achievements showed an improvement.

Following grading, the researcher compared the number of students who passed the success criterion in the students' previous score, the cycle 1 speaking test, which had 16 students pass and 10 students fail with an average score of 74. The second cycle's students' test follows, with most students passing the goal criteria for success, with an average score of 81. To see how far the improvement has progressed, look at the diagram below:

4.1. Data Tabulation

- 1) Data tabulation of subject progressing score in speaking ability through picture series technique.



Picture 1: Diagram Improvement of Students' Achievement

Based on the facts provided above, it is possible to conclude that using the image series approach at the preliminary, cycle 1 and cycle 2 enhanced the results of the students' speaking abilities during the research.

- 2) Data tabulation of subject changing motivation and attitudes in speaking ability using the picture series technique.

In addition to completing the speaking accomplishment exam, the researcher assessed the students' involvement, enthusiasm, attention, and confidence during the teaching and learning process. Students' involvement in teaching and learning using the image series approach was different from that of teaching and learning before the picture series technique was introduced. The students looked to be more along in their involvement. It was backed up by the positive response of the students, who were intrigued, eager, and driven by the innovative technique of teaching speaking. All of these statements can be proven with the results of changing motivation as follows:

Table 8: The Result of Subject Changing Motivation

Subject	Cycle 1/ meeting 1	Cycle 1/ meeting 2	Cycle 2/ meeting 3

Enthusiasm	51	76	83
Attention	51	67	77
Confidence	35	50	75
Average	46	64	78

According to the facts presented above, each meet or cycle improved. In the initial encounter, the average result of changing subject motivation was 46. In the second meeting, the average of the findings on motivational change was 64. The average topic switching result was 78 during the third meeting. Each meeting was found to be better when the image series strategy was used.

Furthermore, the findings of the attitude questionnaire may be used to demonstrate that the image series execution was effective. According to the results of the attitude survey, 96 percent of students support the use of the photo series approach.

5. CONCLUSION AND SUGGESTION

The research was conducted to address concerns that students in MTs Munir Ismail's first grade were experiencing. Students have trouble acquiring English, particularly speaking abilities, according to the conclusions of the study. Because the students had various speaking problems, such as a lack of confidence while performing in front of the class, being humiliated and hesitant to speak English because they were afraid of making a mistake while communicating an idea, feeling, or instruction, their speaking accomplishment was poor. They also lack vocabulary knowledge, which is a crucial component of acquiring English speaking.

The teacher uses the traditional implementation approach. It has the capacity to produce a monotonous environment, which may dull kids. In the classroom, the media is dull. Students' major medium of education may alternatively be regarded as the media. Media is one of the most important aspects of education that impacts kids' learning performance.

Using image series methods has a number of advantages. The first is that it can encourage students to speak up. The second benefit is that it might motivate pupils

to investigate what they see on the picture. Finally, it may motivate students to be challenged and motivated to speak in English. The researcher discovers that using the image series approach enhances the students' speaking skills based on the data from Cycles 1 and 2. Cycle 1's result was unsatisfactory since the average score did not meet the success criteria. As a result, the researcher conducted the following cycle with a changed design in order to obtain more accurate data from the pupils. The speaking score of the students improved in Cycle 2. The students scored an average of 81 on the speaking test. It was possible to conclude that the activities during the deployment of the image sequence approach in speaking were effective since the average of all students fulfilled the success criteria. There is an improvement in teaching learning speaking using image series approach in the first grade of junior high school.

In order to follow up on the conclusions of this study, the researcher would like to make some recommendations to some educational agents. The following suggestions were offered to the Educator, the other scholars, and the pupils:

- 1) English teachers should use the image sequence method to assist their pupils enhance their speaking abilities, according to the study. Furthermore, employing picture series in the classroom encourages pupils to be more interested, appealing, and enthusiastic while studying.
 - 2) It is hoped that this approach will be used in future research to assist students improve their speaking abilities. This study's findings can also be utilized as supplementary material and a reference for future academics studying other aspects of language abilities. According to the findings, future researchers will be more active, innovative, and inventive in their application of this approach during the teaching and learning process. Future studies should apply the picture series approach with some adjustments to paragraph kinds or various skills including reading, listening, and writing, according to the researcher.
 - 3) As a result of the findings, the students' English abilities, particularly their speaking ability, will improve. Because English is so important in our future, pupils should be motivated to study it. During the teaching and learning process, especially in English, students should be serious and enthusiastic. Students must be confident in their ability to communicate in English. Furthermore, pupils are required to quickly exhibit their excitement when practicing speaking. []
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