

**TEACHING SPEAKING SKILL BY USING PROCEDURE
TEXT PICTURE STRATEGY TO THE EIGHTH GRADE
STUDENTS OF MTS N 1 PALEMBANG**

THESIS

BY

ANGGI PABELA ANISA

372022005



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
AUGUST 2026**

**TEACHING SPEAKING SKILLS BY USING PROCEDURE TEXT PICTURE
STRATEGY TO THE EIGHTH GRADE STUDENTS OF MTS N 1
PALEMBANG**

THESIS

Present to

**Universitas Muhammadiyah Palembang
In Partial Fulfillment of the Requirements
For the Degree of Sarjana in English Language Education**

BY

ANGGI PABELA ANISA

372022005

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
AUGUST 2026**

This thesis written by Anggi Pabela Anisa has been certified be examined

Palembang, August 2026

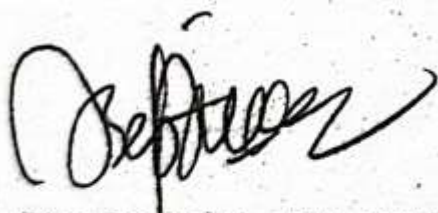
Advisor I,

A handwritten signature in black ink, appearing to read 'Kurnia' with a stylized flourish at the end.

Dr. Kurnia Saputri, M.Pd.

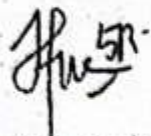
Palembang, August 2026

Advisor II,

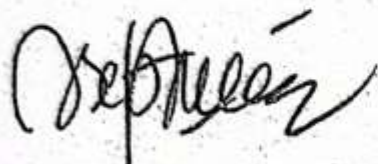
A handwritten signature in black ink, appearing to read 'Dian Septarini' with a large, looping initial 'D'.

Dian Septarini, S.Pd., M.Pd.

This is to certify that Sarjana's thesis of Anggi Pabela Anisa has been approved by Board of Examiners as one of the requirements for the Sarjana Degree in English Language Education



Dr. Kurnia Saputri, M.Pd. (Chairperson)



Dian Septarini, S.Pd., M.Pd. (Member)



Indah Windra Dwie Agustiani, S.Pd., M.Pd (Member)

**Acknowledge by
The Head of English
Education Study Program**



**Dr. Finza Larasati S.Pd M.Pd
NIDN. 0220088901**

**Approved by
The Dean of FKIP UMP**



**Prof. Dr. Indawan Syahri, M.Pd.
NIDN. 0023036701**

ABSTRACT

Anisa, AP 2026. *Teaching Speaking Skill by Using Procedure Text Picture Strategy to the Eighth Grade Students of MTS N 1 Palembang*. This thesis was completed in the English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisors: (I) Dr. Kurnia Saputri, M.Pd (II) Dian Septarini, S.Pd., M.Pd

This study focuses on the teaching speaking skill by using procedure text picture. The study aims to improve student's speaking skill by using procedure text picture and helps improvement student's clarity, fluency, regularity, and confidence in speaking. The research follows a true experimental method. The data was collected by speaking test. The sample of the study were 64 the eighth-grade students of MTS N 1 Palembang, who participated in the study. Based on preliminary research and information collection results, the students have difficulty in speaking mainly due to a lack of enthusiasm and the use of learning strategy. Based on the expert's comments, the developed speaking strategy was generally good and eligible to be used as the strategy for developing speaking skill of students. And from the findings of SPSS, the researcher got the significance value (0.000) is lower than 0.05, which means that the difference between the two groups statistically significant. So, the use of procedure text picture strategy can improve students speaking skill. Overall, the developed strategy provides effective in improving students' speaking skill and creating a conducive learning environment. It can be concluded that teaching speaking by using procedure text picture cooperative was effective.

Key Words: Speaking Skills, Procedure Text Strategy, Speaking Assessment

MOTTO AND DEDICATION

Motto :

“Finish what you start”

Dedication :

I would like to dedicate this thesis for people who always be special in my heart and who always there for me, they are :

1. My endless love, Mrs. Amna who always pray, support, motivate, and give all those loves.
2. My beloved Husband Ramon panai who always patient , pray, support, motivate, and give all those love and affection.
3. My beloved daughter , Azzahra febriani who always make me happy when I see her face.
4. The honorable my advisor, Dr Kurnia Saputri, M.Pd. and Dian Septarini, S.Pd., M.Pd. thank you for your advice, guidance, and help me finish writing this thesis.
5. All of my lectures in Faculty of Teacher Training and Education of English Study Program of Muhammadiyah Palembang University for helping and give me suggestion.
6. MTS N 1 Palembang, all of teachers and students, especially in the eighth grade. Thank you for your participation.
7. All of my friends in class academic year 2022, especially zelikah, yusra, aulia, putri and Amanda thank you always support, share information, and inspiration.
8. And thankyou for Kopi Kenangan , Fore , Lapan Kopi , for having place for me to do writing my thesis start from revise until accept from the advisor.
9. Last but not least, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for trying to do more right than wrong, I want to thank me for never give up.

ACKNOWLEDEMENTS



“In the name of Allah the Most Gracious and The Most Merciful” All praises to Allah Subhan Allahu Wa Ta’ala for mercy and guide until the researcher can finish this thesis on time. This thesis entitled “Teaching speaking skill by using procedure text picture to the eighth grade of students MTS N1 Palembang” which is one of the requirements for the Sarjana Degree examination at the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang.

In addition, the researcher would like to express her deepest beloved parent Amna. Thank you for the truly love, always besides, pray and support the researcher. The greatest thanks go to Dr. Abid Djazuli, S.E., M.M., as Rector Universitas Muhammadiyah Palembang who permitted the researcher conduct the study. Prof. Dr. Indawan Syahri, M.Pd as Dean of Teacher Training and Education Faculty of Universitas Muhammadiyah Palembang. Hj. Asti Gumartifa, S.Pd., M.Pd. as Head of English Education Study Program. Dr. Kurnia saputri, M.Pd. as Advisor I and Dian Septarini, S.Pd., M.Pd. as advisor II. Thank you so much for your guidance, advice, help, suggestion, correction, and encouragement which the researcher finds very helpful so that she could finish this thesis well. All the lecturers of the English Education Study Program in Universitas Muhammadiyah Palembang, who have taught, guided.

The researcher also expresses her thanks to Listya Yustikarini S.Pd. M.Pd as the head mistress of MTS N 1 Palembang and all the students of MTS N 1Palembang. Thank you for help, participation, support, and contribution for this thesis.

Last but not least, the researcher realizes that this thesis is far from being perfect. There are still many weaknesses that needed to be improved in this thesis. So, any kinds of criticisms, comments, suggestions, and advice are

much welcome.

The researcher accepts that this thesis could give a contribution for the readers and beneficial for the English teaching and learning process.

Palembang, April 2026 Researcher,

Anggi Pabela Anisa

TABLE OF CONTENT

CHAPTER I INTRODUCTION	12
A. BACKGROUND OF THE STUDY.....	12
B. FORMULATION OF THE STUDY	16
C. OBJECTIVE OF THE STUDY	16
D. SIGNIFICANCE OF THE STUDY.....	16
1. For the Students.....	16
2. For the Teacher	16
3. For Future Researchers.....	17
CHAPTER II LITERATURE REVIEW	18
A. PROCEDURE TEXT PICTURE	18
B. THE RELATIONSHIP BETWEEN TEACHING SPEAKING SKILL AND PROCEDURE TEXT PICTURE.....	19
C. TEACHING AND LEARNING PROCEDURE BY USING PROCEDURE TEXT PICTURE	20
1. Pre-Activities	21
2. Whilst-Activities.....	21
3. Post-Activities	21
D. STRATEGIES FOR TEACHING SPEAKING USING PROCEDURE TEXT PICTURE	22
E. PREVIOUS RELATED STUDIES	23
CHAPTER III RESEARCH METHODOLOGY.....	25
A. METHOD OF THE STUDY.....	25
B. VARIABLES OF THE STUDY	26
C. POPULATION AND SAMPLE.....	27
1. Population of the study.....	27
2. Sample of the Study	28
D. TECHNIQUES FOR COLLECTING THE DATA.....	29
1. Test.....	29
2. Pretest.....	31
3. Posttest.....	32

E. RESEARCH INSTRUMENT ANALYSIS	32
1. Validity Test	33
2. Reliability Test	34
3. Techniques for Analyzing the Data	35
CHAPTER IV FINDING AND INTERPRETATION	37
A. FINDING OF THE STUDY	37
1. Descriptive Statistics	37
2. Students' Frequencies of Pre-Test in the Experimental Group.....	43
B. INTERPRETATION	51
CHAPTER V CONCLUSION AND SUGGESTION	53
A. CONCLUSION	53
B. SUGGESTIONS	54
REFERENCES	56

LIST OF TABLES

Table 3. 1 Population of the Study.....	28
Table 3. 2 Sample of the Study	28
Table 4. 1 The Students' Scores in the Control Group (Rater 1)....	38
Table 4. 2 The Students' Scores in the Control Group (Rater 2)	39
Table 4. 3 The Students' Scores in the Experimental Group (Rater 1)	41
Table 4. 4 The Students' Scores in the Experimental Group (Rater 2)	42
Table 4. 5 Frequency Distribution of Pre-Test Scores in the Experimental Group	44
Table 4. 6 Descriptive Statistics of Research Data.....	45
Table 4. 7 Tests of Normality.....	46
Table 4. 8 Test of Homogeneity of Variances	47
Table 4. 9 Paired Samples Statistics.....	48
Table 4. 10 Independent Sample T-Test Result.....	50

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, formulation of the problem, objectives of the study, significance of the study, hypothesis of the study, criteria for testing hypotheses

A. Background of the study

Speaking is recognized as one of the most vital components in English language learning because it enables learners to convey their ideas, thoughts, and emotions directly in real-life communication. However, many students still encounter significant challenges in developing fluency and confidence when speaking English. They often feel anxious, hesitant, and afraid of making mistakes, which is frequently related to their limited mastery of vocabulary and grammar. Consequently, they tend to be less active during speaking activities, making it difficult for them to enhance their communicative competence effectively (Boonkit, 2010; Derakhshan, Khalili, & Beheshti, 2016).

To address these issues, teachers are encouraged to use creative and engaging teaching techniques that can inspire students to speak more confidently. Effective speaking instruction should involve meaningful, interactive, and contextualized activities that motivate learners to communicate. One approach that has proven effective is teaching speaking through procedure text pictures. According to Richards, (2015). A procedure text provides learners with a clear and logical framework to describe a process or a series of steps, such as how to make or do something. When combined, such as pictures, this method allows students to better visualize the steps involved, helping them understand and describe the process more accurately in English. Procedure text picture not only stimulates students' imagination but also reduces their anxiety and increases their motivation to

speak. Among the four basic skills listening, speaking, reading, and writing speaking occupies a central role because it is the primary means through which individuals express their ideas, opinions, and emotions in daily Interactions. Speaking, however, goes beyond producing words; it involves expressing meaning, sharing information, and building social relationships. According to Nunan (2003), *“Speaking is the productive oral skill that consists of producing systematic verbal utterances to convey meaning.”* This statement highlights that speaking is a multifaceted skill requiring learners to organize their thoughts, choose appropriate vocabulary, and apply correct grammatical structures while maintaining fluency.

In the context of English language learning, speaking remains one of the most demanding skills to master. Many learners possess knowledge of grammar and vocabulary, yet still find it difficult to use these elements spontaneously in authentic communication. Brown (2001) emphasizes that *“Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.”* This suggests that successful speaking requires both linguistic and cognitive abilities, as well as social interaction skills. Despite its importance, speaking often receives less attention in English as a Foreign Language (EFL) . Many students feel shy, nervous, or fearful of making mistakes, which discourages them from speaking in class. This issue is particularly evident in contexts like Indonesia, where students have limited opportunities to use English beyond the classroom. As a result, their progress in speaking develops slowly. Ur asserts that *“Speaking seems intuitively the most important of all the four skills, yet it is the one that is often neglected.”* In many classrooms, teachers tend to focus more on grammar or writing than on developing students’ oral communication skills. Horwitz, Horwitz & Cope (1986)

Improving students’ speaking skill requires more than having them memorize dialogues or repeat sentences after the teacher. Thornbury (2005) points out that *“Speaking is so much a part of daily life that we take it for granted.”* This implies that speaking is a complex ability involving several sub-skills, including pronunciation, vocabulary, grammar, fluency, accuracy, and

comprehension. Moreover, learners must be aware of how to use language appropriately in different social and cultural contexts.

To help students enhance their speaking skills, teachers should foster a supportive and interactive classroom environment. According to Brown (2015), creating a positive and communicative classroom atmosphere encourages learners to take risks and participate actively in speaking activities. The use of procedure text such as pictures, videos, flashcards, or real objects can make speaking activities more engaging and meaningful. Visual aids not only stimulate students' imagination but also provide a tangible context that helps them express ideas more effectively. For example, describing a picture or a sequence of images encourages students to practice vocabulary, grammar, and pronunciation in authentic communication. Procedure materials make learning more memorable and reduce students' anxiety when speaking in a foreign language.

Research supports the use of procedure text picture in teaching speaking. According to Riadil (2020) identified that linguistic difficulties such as limited vocabulary, weak grammar mastery, and pronunciation problems are key barriers to students' speaking performance. Similarly, found that EFL learners frequently experience anxiety and low self-confidence, which negatively affect their fluency and participation in speaking tasks. Furthermore, reported that using series pictures in teaching procedure texts can significantly improve students' speaking performance because visual aids help them recall the order of steps and organize their ideas coherently.

In conclusion, speaking plays a central role in English language learning, as it reflects students' ability to communicate effectively in real-life situations. It requires both linguistic accuracy and communicative fluency, supported by interactive and student-centered approaches. Therefore, teachers are encouraged to employ innovative strategies and media such as procedure text pictures to foster students' motivation and active participation in speaking activities. When learners are engaged and confident, they are more likely to enhance their speaking competence successfully.

The information about teaching speaking skill by using procedure text

picture is A study involving teacher students at the State Islamic University of Raden Fatah Palembang (Palembang, South Sumatra) found several major problems in speaking English and also discussed the teaching strategies used. Implementation of Task-Based Language Teaching Methods to Improve Students' Speaking Skills, ideas, A study conducted at SDN 213 Palembang (South Sumatra) with the topic "Efforts to Improve Speaking Skills through a Pragmatic Approach" for sixth-grade students also provided relevant finding journal of universitas PGRI Palembang learning motivation was relatively high however, their speaking performance was still not optimal Journal of Universitas PGRI Palembang. Teaching procedure text through series pictures to improve Students' Speaking Performance The study used a one group pre-test/posttest design. The average pre-test score was approximately 57, and the post-test score was about 84 the hypothesis test showed a significant improvement. It was concluded that the series-pictures method was effective in improving speaking performance (fluency, content, organization). Maria A. Luardini (2019) Speaking in Procedure Text by Retelling Using Picture Series.

Theory about procedure text picture according to Derewianka (2015), procedure text is a type of text that aims to describe how something is done or made through a sequence of steps. It helps learners organize their thoughts in a logical order while explaining a process. Similarly, Gerot and Wignell (1994) explain that procedure text serves to instruct or direct readers or listeners in performing certain activities. Wright (2013), pictures are one of the most valuable sources for supporting language learning because they stimulate imagination, provide context, and promote communication. Procedure text picture help learners connect abstract language with concrete meanings. Dual Coding Theory (Paivio, 1991) states that humans process information through two main channels: verbal and visual. When students look at pictures and talk about their sequence, they activate both cognitive systems simultaneously, thereby strengthening their understanding.

According to expert Brown (2001), *"Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information."* The Influence of Task-based Language Teaching on Speaking

Skill of EFL Students with Intrinsic Motivation (Afria Nita, Yenni Rozimela & Ratmanida, 2019). Teaching Procedure Text by Using YouTube as A Media in English Language Teaching EFL Students' Perspectives (Prayuda, 2021). An analysis of student's speaking difficulties in reporting a procedure text (Gea, Daely, Julia Ningsih, Harianja & Rahmawati, 2020). Teaching speaking through picture series improves students' speaking skills in fluency, vocabulary, and grammar. (Mailani, P. N. A., & Farhana, R., 2018).

B. Formulation of the Study

The formulation of the study was there any significant improvement of student's speaking skill by using procedure text picture?

C. Objective of the Study

The objective of this study was to determine whether or not there is any significant improvement of student's speaking skill by using procedure text picture provides a significant that procedure text picture helps improvement students' clarity, fluency, regularity and confidence in speaking, then having a positive impact on their overall speaking skills.

D. Significance of the Study

The results of this research were expected to be useful both theoretically and practically for the following parties, as follows:

1. For the Students

This study is expected to help students improve their speaking skills, particularly in organizing and expressing ideas in a logical sequence as presented in a procedure text. By using procedure text, students could learn to speak more fluently, accurately, and confidently because they have a clear structure to follow (steps, materials, and procedures).

2. For the Teacher

This research might provide English teachers with an alternative and effective technique for teaching speaking. The use of procedure text can serve as a practical tool to make speaking activities more

structured, interesting, and interactive. Teachers can adopt or adapt this method to improve classroom participation and motivation among students during speaking lesson. For Other Researchers. The study would help the researcher gain deeper understanding and experience in teaching speaking using a specific text type (procedure text). It also enhances the researcher's knowledge of how media and text genres can influence students' oral performance and confidence in speaking English. In addition, it develops the researcher's teaching skills and creativity in designing speaking activities.

3. For Future Researchers

The result of this study could be used as a reference for other researchers who want to conduct further studies in the same area. Future researchers may develop similar studies using different text types (e.g., narrative, descriptive, or recount) or combine procedure text with visual media such as pictures or videos to make speaking activities more engaging.

REFERENCES

- Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. Longman.*
- Derewianka, B. (2004). Exploring How Texts Work. Primary English Teaching Association.*
- Dwisnu, E. (2023). Teaching Procedure Text by Using Interactive Activities to Improve the Speaking Ability of the Students. Jurnal Pendidikan Rafflesia, 1(2), 105–113.*
- Gea, N., Manurung, S., & Sinar, T. S. (2020). An Analysis of Students' Speaking Difficulties in Reporting a Procedure Text. ELT Lectura: Jurnal Pendidikan, 7(2), 142–150.*
- Gerot, L., & Wignell, P. (1994). Making Sense of Functional Grammar. Antipodean Educational Enterprises.*
- Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). Pearson Longman.*
- Jannah, M., Abdul, N., & Hamid, S. M. (2021). The Implementation of Demonstration Method to Improve Students' Speaking Skills in Procedure Text. English Language Teaching Methodology Journal, 1(1), 62–71.*
- Khairiyah, S. F., Prawati, A., & Aruan, R. (2024). The Effect of Project- Based Learning on Improving Students' Speaking Ability on Procedure Text. TELL-US Journal, 10(4), 54–65.*
- Knapp, P., & Watkins, M. (2005). Genre, Text, Grammar: Technologies for Teaching and Assessing Writing. UNSW Press.*

Pratiwi, D. A., Atmowardoyo, H., & Talib, A. (2023). *The Effectiveness of Using YouTube Videos of Procedure Text to Improve Students' Speaking Skill*. *Journal of Technology in Language Pedagogy*, 2(2), 45 – 58.

Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.

Sari, D. (2019). *Developing Speaking Skill in EFL English Course*. *Jurnal Pendidikan Bahasa Inggris*, 8(1), 34–42.
https://pps.uinpalopo.ac.id/2024/10/08/student-support-center-pascasarjana-iain-palopo-gelar-diskusi-bersama-rumah-jurnal-iain-palopo/?utm_source=https://jurnal.univpgripalembang.ac.id/index.php/esteem/article/view/10203?utm

Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). *Developing EFL Learner's Speaking Ability, Accuracy and Fluency*. *English Language and Literature Studies*, 6(2), 177.
<https://doi.org/10.5539/ells.v6n2p177>