

# UTILIZING PICTURE-BASED STORY-TELLING TECHNIQUE TO ENHANCE THE SPEAKING SKILL

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**ABSTRACT** With the researcher's impression of the business English course and the preliminary research conducted, the students' achievement in speaking skills was not satisfactory. To overcome this, the researcher proposes one of the appropriate techniques in speaking English by utilizing image-based storytelling techniques. This study aims to improve students' speaking skills by making use of those based images. The purpose of this study is to describe how image-based images can improve speaking skills of students in the accounting study program at Muhammadiyah University of Ponorogo. This research is a collaborative action research. This research was conducted cyclically by following action research procedures, namely planning, implementation, observation, and reflection. Each cycle consists of three meetings. Research data were collected through the following instruments: observation checklists, field notes, questionnaires, and students' performance in storytelling. The subjects of this study amounted to 36 people in the first academic semester. The research findings show that the use of picture-based storytelling techniques is effective in improving speaking achievement. This increase can be seen from the increase in students' moderate speaking ability from 55.42 in the preliminary study, and 59.46 in Cycle 1, to 75.92 in Cycle 2. In addition, the findings also show that the use of picture-based storytelling techniques is efficacious in improving interests and encouragement of students. This shows that in Cycle 1 there were 44% of students who participated actively and 93% of students who participated in Cycle 2. In addition, it was found that 80 percent of students were encouraged to apply storytelling techniques.

**Keywords:** picture-based, story-telling technique, speaking ability

## A. INTRODUCTION

Speaking is one of the language skills that need to be developed in addition to the three language skills that are considered necessary because it plays a basic role in simplifying learners to dominate English skills. Saville-Troike & Barto (2017) states that the most important general goal in language teaching is to help learners learn to interact sequentially with others through spoken and written language and dominate the art of speaking is the most important aspect of learning a second or foreign language. , success is measured by the ability to bring a conversation in that language. Meanwhile, Asriyani, Suryawati, & Anggayana (2019) stated that most of the world's language learners study English to develop their speaking skills. Speaking is used for many different purposes, and each purpose involves different skills. When we engage in criticism with someone, the purpose may be to seek or state an idea, persuade someone about something, or explain information. In some situations, we speak to describe something, complain about someone's behavior, or entertain people with jokes or even anecdotes. By mastering speaking skills, students will easily communicate in English with other people from other countries.

But in reality, students face many obstacles in mastering speaking skills. With the investigator's impression of the class activities, he found some things related to the students. First, students become afraid and anxious when they want to speak or interact in English in front of their classmates. Second, the learner does not have an opinion or a handsel to talk to unless he or she asks a question, or when they have an opinion, they don't see how to express an opinion. It is due to lack of vocabulary, lack of understanding of grammatical patterns, and lack of practicing speaking English. Third, the researcher devoted less time to speaking activities than reading and writing. Fourth, the classroom environment does not support speaking activities. Lecturers using boring teaching methods make students tired and lose attention to subjects that affect students' abilities. Lecturers also rarely make learning media to make it easier for students to speak. Meanwhile, as a result of this problem, students are reluctant and unmotivated in speaking.

Furthermore, AlGhamdi (2018) states that csn images can be used by lecturers and students, regardless of the emphasis of the lesson. It is also explained that pictures can interpret abstract concepts to be more realistic or real. Pictures has several important actors in promoting speaking skills. Apsari (2017) states that the role of pictures can encourage students and make them want to pay attention and participate. The images follow the context in which the language is used. They bring the world into the classroom, images that can be objectively explained, interpreted, or replicated subjectively, and they can stimulate and provide information to refer to in conversational discussions and storytelling. The picture-based storytelling technique was chosen because pictures as one of the learning media used to provide material can encourage students' attention in learning English. With the problems stated above, the purpose of this study is to apply image-based storytelling techniques to improve speaking skills.

## **B. REVIEW OF LITERATURE**

Speaking is respected as an important aspect of learning a foreign language. Two types of language skills that must be taught to students are receptive skills and productive skills. Receptive skills are how people make use of the meaning of lectures they know or listen to (Pladevall-Ballester & Vallbona, 2016). Receptive skills include listening and reading. Meanwhile, productive skills are skills related to the process of language production both in spoken and written form. Productive skills consist of speaking and writing. Speaking as one of the productive skills must be dominated by students to carry conversations with other people easily. In this section, there are four topics of discussion: speaking activities in the classroom, the role of the teacher, topics and genres, and problems in teaching speaking.

When students first start speaking in another language, their speaking will form the basis of some form of concentrated learning. A successful way to get started is to build speaking skills based on a few useful and simple phrases and sentences memorized. These may be greetings, simple personal descriptions, and simple questions and answers. It can be trained in repetition exercises. Lecturers sometimes explain a phrase or sentence and then ask students to repeat it. Several students may be called upon to repeat privately, and then the class may repeat together. Because it is useful to equip students with enough repetition practices in early-level courses, lecturers need to have the manners of repetitive repetition activities to keep students fascinated (Newton & Nation, 2020).

Considering good and interesting material is appropriate in teaching and learning activities. The material can help both lecturers and students. According to Al-Bogami & Elyas (2020) the materials used in English as a foreign language (EFL/ESL) classes were made by students, including company publications, government agencies, curriculum development teams at the school level, and class lecturers. In developing students' ability to interact in English, lecturers must provide good material that emphasizes the expansion of communicative competence. To go beyond the boundaries of the text, many EFL/ESL teachers adapt or create authentic materials and media.

This technique is very important in the teaching and learning process. It has a fundamental role in promoting the triumph of teaching and learning to speak. Cheng & Dörnyei (2007) say that the use of strategies in the teaching and learning process has a useful influence on the strategic knowledge of learners and their recognition of the use of strategies in their language learning. So that the process of learning to teach speaking storytelling techniques.

Several criteria must be considered in making a good image. According to the contribution to the lesson. Images must also be accurate for authenticity. In addition, images must be easy to understand and attractive. Finally, the picture should be large enough and easy for all students to see. Fantika & Ratmanida (2016) stated that there are five criteria for good images to be used as learning media; Images should be easy: easy to prepare, easy to organize, attractive, meaningful, and authentic, and a sufficient amount of language.

Alakrash (2020) states that there are many advantages to using pictures in the teaching and learning process. They can interpret abstract opinions into a more realistic format. In addition, pictures are cheap and easy to use because they do not require further explanation about the advantages of using pictures as learning media, Rullu & Daburan (2020) say that pictures can increase student enthusiasm and attract students' attention because by using pictures. In the picture, students not only listen to what is said and taught by the teacher but also see and pay

attention to the object in the picture directly. And also the importance of using pictures in learning is that it can stimulate student motivation.

In order for the teaching and learning process to run well, several procedures must be applied by the teacher. The procedure is to give students a picture, tell a story based on the picture, ask students questions to test students' understanding of the story, tell one more time to clarify what the picture is about when writing the story. the blackboard becomes an example of a story for students, divides students into four groups, distributes seven sets of pictures to each group of students, provides student-guided vocabulary related to pictures, practices vocabulary pronunciation, asks students to make short notes from their stories based on the pictures, asks students to story based on pictures, improve students' pronunciation and use of grammar, ask students with the same picture in each group to ask questions to students who tell stories.

### **C. METHOD**

The research design is Classroom Action Research (CAR) which is concentrated on certain groups of students in the second year. Classroom Action Research is applied in this study (Bradbury, 2015). According to him, Action Research is a form of collective self-reflection investigation carried out by participants in social situations to improve the rationality and fairness of their own social or educational practices, as well as their understanding of those practices.

This research was conducted at the accounting study program at Muhammadiyah University of Ponorogo. As one of the English lecturers at the university, the researcher tried to solve the problem by applying this technique. By researching these schools, it is hoped that researchers can solve problems in teaching speaking. Because the researcher knows the actual school conditions, he can identify problems in teaching speaking more easily. The school has 21 classes with 7 parallel classes for each class. Each class consists of an average of 36 students.

This research applies several cycles of action research, each cycle consists of four steps: planning, implementation, observation, and reflection. After getting things done, investigators came up with a plan together. The plan is implemented and observed. Reflection is carried out to identify all the facts including successes and failures as well as the consequences of their implementation.

The planning includes establishing procedures, preparing lesson plans, media, and materials, as well as establishing several success criteria. With planning, the application of techniques is carried out by researchers. The activity is then observed in collaboration using observation checklists and field notes.

Reflection is done by analyzing the data collected during the application. After analyzing the data, it can be determined whether the applied technique is effective or not. If the criteria for success have been obtained, the researcher stops the cycle and draws conclusions. However, if the success criteria have not been obtained, then the technique must be revised and continued to the next cycle.

The researcher conducted a preliminary study to obtain data about the real conditions of teachers and students in teaching and learning English, especially in teaching and learning speaking. A preliminary study was conducted. In the preliminary study, the researcher first asked permission from the English lecturer who taught in the class to observe students' activities in the teaching and learning process. Then the researcher interviewed the students and English lecturers. And after that, the investigator took the document of the students' scores in speaking skills in the first semester from the English teacher who taught the class. The students' mean score for speaking was 58.61. This means that student scores do not reach the minimum completeness criteria (65). So the researcher concluded that the students' speaking ability was still low.

Planning is made before the teaching and learning process is carried out in class. In planning, researchers and collaborators prepare everything related to the application of Picture-Based Storytelling techniques to improve students' speaking skills. The arrangement consists of expansion of learning design, arrangement of learning media and speaking activity materials, and criteria for success.

The lesson plans were designed jointly by researchers and English teachers so that the implementation of strategies in the teaching and learning process can run well. In conducting the research, image-based storytelling technique was applied to facilitate students to improve their speaking skills.

RPP is designed as a guide for teachers in carrying out teaching activities. By following the RPP draft, it is hoped that the teaching-learning process will run well. The lesson plans are developed based on the English syllabus which includes the following: (1) learning objectives, (2) learning materials and media, (3) teaching-learning procedures, and (4) assessment.

***Scoring rubrics of Speaking Skill***

<b>Speaking assessment</b>		
Name:		
Date :		
<b>Category</b>	Your score	<b>Guide</b>

<p><b>Grammar</b> 25 points</p>		<p>24-25 Extraordinary. Slight errors; communication of opinions is obvious.</p> <p>22-23 So good. One or two mistakes. But communication is mostly obvious.</p> <p>20-21 Good. Some syntax mistakes. But the main ideas are mostly obvious.</p> <p>18-19 Fair. Noticeable mistakes that were sometimes confusing meaning.</p> <p>12-17 Weak. Language is marked by mistakes. Listeners' concern is switched to the mistakes rather than a message. Meaning is frequently unclear or broken.</p> <p>0-11 Unadaptable. Communication is prevented Too many of mistakes in this task for learners at this degree.</p>
<p><b>Vocabulary</b> 20 points</p>		<p>20 Extraordinary. The right choice of words and idioms. Variation of vocabulary</p> <p>18-19 So good. The right choice of words and idioms. A variation of vocabulary.</p> <p>16-17 Good. The most right selection of vocabulary. The meaning is obvious.</p> <p>14-15 Fair. Real vocabulary mistakes that were sometimes confusing meaning. Belief in simple vocabulary to interact.</p> <p>12-13 Weak. many vocabulary mistakes. Listeners' concern is switched to the mistakes rather than a message. Meaning is frequently unclear or broken.</p> <p>0-11 Unadaptable. Too many mistakes in this task for learners at this degree. Interaction is prevented.</p>
<p><b>Fluency</b> 30 points</p>		<p>29-30 Extraordinary. No doubt at all.</p> <p>27-28 So good. Doubt in one or two places but soon kept on.</p> <p>24-26 Good. Stray doubt but restores well.</p> <p>21-23 Fair. Real intervals catching listeners' concerns are generally joined by restoration.</p> <p>12-20 Poor. Some short periods of stillness. Some intervals disrupting information</p> <p>0-11 Unadaptable. Times of stillness. intervals without a good restoration.</p>
<p><b>Pronunciation</b></p>		<p>24-25 Extraordinary. Slight mistakes; native-like pronunciation</p>

<p><b>25 points</b></p>		<p>22-23 So good. One or two mistakes, but interaction is mostly obvious.</p> <p>20-21 Good. Some pronunciation mistakes, but main ideas understood without matter</p> <p>18-19 Fair. Real pronunciation mistakes that sometimes confuse meaning.</p> <p>12-17 Weak. Language is tagged by mistakes. Listeners' concern is switched to the mistakes rather than a message. Meaning is frequently unclear.</p> <p>0-11 Unadaptable. Too many mistakes in this assignment for a learner at this degree. Interaction is prevented.</p>
<p><b>Your score :</b></p> <p><b>Comments :</b></p>		

(Adopted from the arts of speaking by Metruk (2018))

Success criteria are set to decide whether the action in the research is effective or not emphasizing the process and product of teaching and learning activities. This action research is said to be effective if it meets the following criteria: (1) if 65% of students participate or are actively involved in the teaching and learning process, this means that the action is effective. To determine student involvement in the teaching and learning process, researchers were assisted by collaborators to observe all student activities during the application of the technique. Researchers set several indicators as listed in the observation checklist. In addition, the researcher uses field notes (2) if 65% of students achieve a score better than or equal to 65 as the minimum mastery criteria for business English subjects. This implies that students' speaking skills in terms of their proficiency in producing English are effectively developed and respected due to the techniques applied. The performance of students in storytelling using pictures in front of the class is evaluated using two assessment rubrics, (3) if 75% or more students have good reactions to the application of storytelling techniques using pictures. In this case, students choose the preferred option for each item in the questionnaire. This shows that the research is effective. Students' answers indicated that they enjoyed applying the technique and felt that it helped or improved their speaking skills.

To obtain data during the application of storytelling techniques by utilizing pictures in storytelling learning, the researcher prepared several instruments such as observation checklists,

field notes, peer assessment sheets, and questionnaires. The details of the instrument are presented in the data collection technique.

In this section, researchers and collaborators implement plans related to the technology applied in the teaching and learning process of speaking. The researcher acts as the implementer of the Picture-based story-telling technique in teaching speaking while the collaborator acts as an observer who observes all activities during the teaching and learning process. The researcher decided to teach the students himself because the researcher knew exactly about the technique and its implementation. Before applying this technique, the researcher introduces and explains everything that will be done about the technique to observers and students. Therefore, everything related to the teaching-learning process is expected to be covered.

Observing is the process of recording and collecting all pertinent data. Masoumi-Moghaddam (2018) states that observation plays an important role in every type of data collected. It is the process of observing people and incidents over time to make judgments. In observing the action, researchers and collaborators take part according to their responsibilities. In this case, the researcher involved himself in the implementation of the action, while the collaborator observed the activities of the students in the teaching and learning process by recording and collecting every aspect or event that occurred during the implementation of the action. In observing its implementation, several important aspects need to be considered here; namely data sources, instruments, and data collection techniques and instruments used in data collection.

Judging from the criteria of success, there are three types of data in this study. The researcher obtained data from (1) observations and field notes about student activities that showed the criteria for success, (2) assignments (shows in storytelling). Aspects that were assessed from the student's appearance were from the content of the story and the delivery of the story, (3) a questionnaire about students' reactions to the application of storytelling by using pictures.

Several instruments were used in conducting this research; namely observation checklists, submitted notes, assignments (performance), notes, peer assessments, and questionnaires.

- Observation checklist in the form of a short guide used by the teacher together and researchers in each meeting to obtain or record information from student activities during the teaching and learning process. The observation checklist includes the activities of students in applying techniques including aspects that students must do in each teaching and learning process. There are three indicators of student involvement or participation during the teaching and learning process. The indicators are (1) paying



attention to the teacher's explanations/instructions, (2) paying attention to students presenting stories in front of the class, (3) observing and providing useful feedback on the performance of their friends. Furthermore, there are five categories of active engagement percentages. They are (1) Very Good (VG) if 90%-100% of students are actively involved. This means that the action is considered effective, (2) Good (G) if 75%-89% of students are actively involved. The action is considered successful, (3) Enough (P) if 60%-74% of students are actively involved. The action is considered successful, (4) Less (P) if 45%-59% of students are actively involved. This means that the action is considered a failure, and (5) Very Less (VP) if 0% -44% of students are actively involved. This means that the action is considered a failure.

- Field notes are used to collect detailed information that occurred during the implementation of the technique. This instrument is used to record good things and improve things from students that occur during the teaching and learning process. This is relative to data that may not be covered in an observation checklist. This includes class settings, classroom atmosphere, communication between lecturers and students, and interactions between students and students, and anything that happens unexpectedly.
- Tasks are used to measure the speaking achievement of learners in telling stories using pictures. Learners tell stories in front of the class. They use the media – pictures – in their performances. Aspects assessed from students' performance were story content (how they construct or create stories using pictures) and storytelling (how they tell stories; focus on student traits). Because the percentage of content is 60 and 65% of 60 is 39, then the minimum score that students must get for the content aspect is 39. On the other hand, the percentage of delivery is 40, and 65% of 40 is 26, then the minimum score that students must get for delivery is 26. The aspects that are assessed in appearance are presented in the scoring rubric.
- Recording is used to record students' voices when they tell stories in front of the class. Investigators use a tape recorder to record student conversations. This is done to make learner comments in speaking and storytelling activities in front of the class – convenient to analyze and different from assessment rubrics in terms of content. In addition, it is easy to copy.
- Peer assessment sheets are used so that students continue to pay attention to the appearance of their classmates in telling stories. Through this sheet, students have the opportunity to evaluate the performance of their classmates. This allows students to

participate in activities to discuss student progress. They feel that they are fully involved in the teaching and learning process. According to Underhill (1987, in O'Malley and Pierce, 1999: 69), peer assessment is an authentic assessment approach that provides the role of others as assessors of the effectiveness of communication.

- The questionnaire was used at the end of the cycle. This is done to obtain data or information about student responses to the application of these actions. The questionnaire consists of several questions covering several aspects; is the feeling or attitude of students towards the application of storytelling using pictures and the influence of stories and techniques on the expansion of knowledge and speaking skills.

To determine the success or failure of the applied technique, reflection is carried out by researchers and collaborators. Reflection is centered on the analysis of student learning outcomes and the teaching and learning process. The analysis depends on the data obtained from the instruments used in the study. The analysis is intended to determine whether the winning criteria are obtained or not.

## **D. FINDINGS AND DISCUSSION**

### ***Research Findings***

With the results of data analysis of student achievement data (telling in front of the class), student achievement in the teaching and learning process and student reactions to the application of picture-based storytelling techniques. have met the success criteria that have been determined in the previous section.

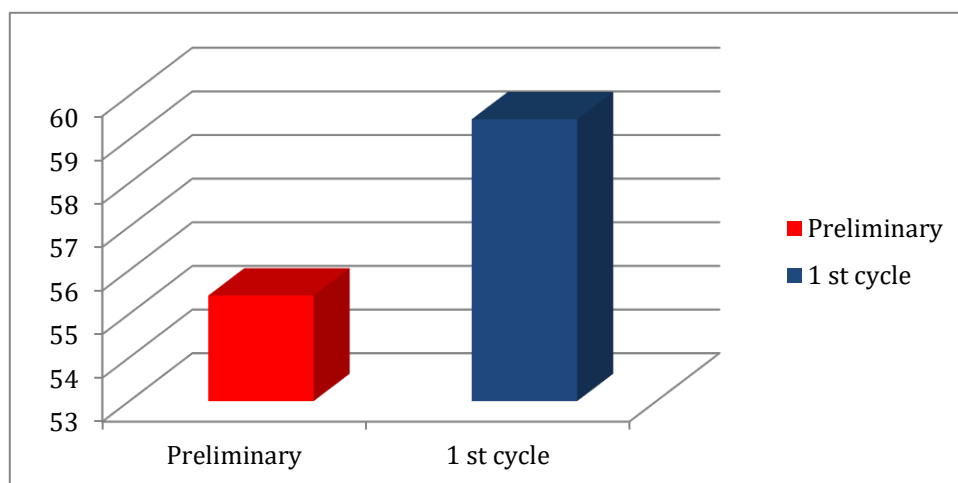
### ***Findings of Cycle 1***

This section presents the data obtained in cycle 1. It includes the results of data analysis on student participation in the teaching and learning process, students' speaking learning outcomes, and student responses to the application of image-based learning. storytelling technique.

### ***The Students' Speaking Achievement***

Student speaking achievement data obtained from student achievement. Then the data was analyzed using an analytical assessment rubric consisting of several indicators that were met by students in telling stories using pictures. In addition, the inter-rater is also used to avoid subjectivity. Assessor 1 is a researcher and rater 2 is a collaborator. The results of the product analysis of rater 1 and rater 2 can be seen in Appendix 8a and 8b. The final student score is the result of the sum of 2 student scores from 2 assessors and divided by 2, although there are some differences in the scores given by assessor 1 and assessor 2.

The results of the analysis of student scores in Cycle 1 showed a slight increase in the average score of students from speaking students in the preliminary study to speaking students in Cycle 1. The scores in the preliminary study were 55.42 and moderate. the score in Cycle 1 was 59.46. This means that there are only 4.04 points or 11.2% of the middle class expansion. The expansion of students in applying picture-based storytelling techniques from preliminary research to Cycle 1 can be seen in Figure 1.



**Figure 1 The Score of Preliminary Study**

In addition, the data obtained from the students' speaking ability showed that there were only 10 students (27.78%) who scored equal to and/or higher than 65, while there were 26 students (72.22%) who scored below 65. the number of students who achieved the minimum completeness criteria (65) or more increased by 22.23% (see Table 4.1), but was still below the specified completeness criteria, which required 65% of students who obtained the same or above the minimum mastery criteria.

**Table 1 The Improvement of the Students' Speaking Achievement.**

No	Score	Number of Students		Percentage		Improve
		Preliminary	Cycle 1	Preliminary	Cycle 1	
1	65 ≥ 100	2	10	5.55	27.78	22.23%
2	64 ≤ 0	34	26	94.44	72.22	-22.23%
<b>Total</b>		36	36	100	100	

In analyzing students' speaking ability, researchers and collaborators used an analytical assessment rubric. The analysis emphasizes several aspects. These aspects are the Introduction, Setting, Character, Plot, and Conclusion of the Story. From the analysis of students' speaking ability in Cycle 1, it was found that speaking of students is difficult to understand when they have to share ideas through pictures into stories. They have a hard time doing that. Because

they have a limited vocabulary so students are reluctant to speak, they are afraid if they speak the wrong way, moreover there are some mistakes made by students in using the past tense.

***Student Participation in the Teaching and Learning Process***

For three meetings of cycle 1, the application of picture-based storytelling techniques, most of the students paid full attention to the lecturer's clarification. Students are not too happy to ask and answer questions about the pictures shown to them. They are still confused about what they are going to do with the pictures. In addition they do not know how to express the pictures in the story. The results of student participation can be seen in Table 2.

**Table 2 Students' Participation Result on the Application of Utilizing Picture-Based Story-Telling Technique**

No	Denomination	First Meeting		Second Meeting		Third Meeting	
		Learner	%	Learner	%	Learner	%
1.	Very Active	1	2.78%	2	5.56%	5	13.89%
2	Active	11	30.56%	13	36.11%	16	44.44%
3	Active Enough	24	66.67%	21	58.33%	15	41.67%
<b>Total</b>		36	100%	36	100%	36	100%

To obtain data on student responses to the application of this technique, the researcher used a questionnaire consisting of 11 statements. The statement includes three problems: the first problem is about the students' feelings about the story (statements number 1-2), the second problem is about the students' feelings about using the story (statements number 3-5) and the third problem is the students' feelings. about the application of the technique (statement). numbers 6-11). In addition, an open questionnaire was also given to students to write their comments on techniques that were not covered in the closed questionnaire. Based on the results of data analysis conducted based on the count frequency, it is known that students give a good response to the application of image-based storytelling techniques. Details of the percentage of student responses to the application of picture-based storytelling techniques are presented in Figure 2.

***The Students' Responses to the Application of Utilizing Picture-Based Story-Telling Technique***

To obtain data on student responses to the application of this technique, the researcher used a questionnaire consisting of 11 statements. The statement includes three problems: the first problem is about students' feelings about stories (statements number 1-2), the second problem is about students' feelings about using stories (statements number 3-5) and the third problem is students' feelings about the application of techniques (statements). numbers 6-11).

In addition, the open questionnaire was also given to the students to write their comments about the techniques that were not covered by the closed questionnaire. Based on the results of data analysis conducted based on the count frequency, it is known that students give a good response to the application of image-based storytelling techniques. Details of the percentage of student responses to the application of picture-based storytelling techniques are presented in Figure 2.

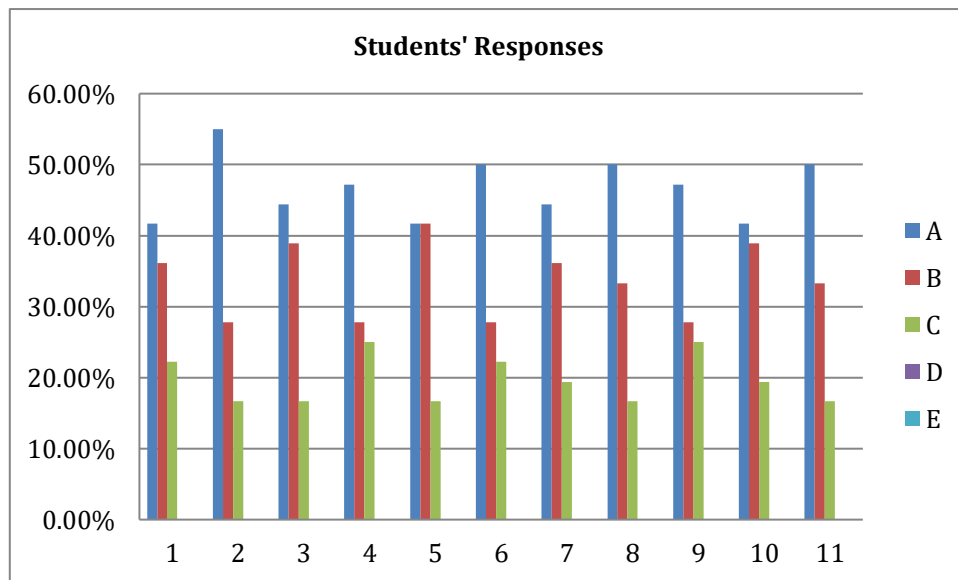


Figure 2. Diagram of Students responses

The results of the questionnaire showed that from the first question 41.7% of students agreed to study and 36.1% of students agreed with statement number 1. The number of students who chose the preferred answer was 77.8%. For statement number 2, 55% of students strongly agree and 27.8% of students agree and the total is 82.8%. Regarding the second problem, 44.4% of students strongly agree and 38.9% of students agree with statement number 3, and the total is 83.3%. For statement number 4 7.2% of students strongly agree and 27.8% of students agree, which is 75%. Then for statement number 5, 41.7% of students studied agreed and 41.7% of students agreed so that the total was 83.4%. The last issue of the questionnaire consisting of six statements revealed that for statement number 6, 50% of students strongly agreed, 27.8% of students agreed, 36.1% of students agreed and a total of 80.5%. The response of the next statement number 8 shows that 50% of students strongly agree, 33.3% of students agree, and the total is 83.3%. for statement number 9, 47.2% of the studied students agreed, 27.8% of the students agreed, and the total was 75%. Responding to the next statement number 10, 41.7% of students strongly agree, 38.9% of students agree and the total is 80.6%. For the last answer,

number 11 shows that 50% of students strongly agree, 33.3% of students agree, and the number of students who choose the preferred answer is 83.3%.

### **Revision of Cycle 1**

By analyzing the participation and learning achievement of students in Cycle 1, the use of picture-based storytelling techniques has not given satisfactory results to the expansion of students' speaking abilities. Therefore, before implementing the next cycle, it needs to be improved in order to achieve the success criteria of this research.

The revision focused on teaching procedures and media in the form of pictures given to students. In Cycle 1, after receiving pictures from researchers and collaborators, students must discuss the pictures with their groups. In their groups, they will share their ideas related to pictures. After discussing and mastering the part of the picture that will be shared in the story, students must present their own story with pictures given to them individually, in this part students have difficulty conveying ideas through pictures. Due to limited vocabulary, students are reluctant and confused when they have to tell stories in front of the class. In addition, some students gave up and did not say anything when they were in front of the class. In addition, the time allocation for discussion was too fast so that students could not discuss to share or ask their friends about the picture. Based on the facts above, the researcher revised by describing the story of each picture given to students in addition to more vocabulary to help students share their ideas so that students can tell stories smoothly. Story descriptions can make it easier for students to tell stories through pictures.

### ***Findings of Cycle 2***

This section presents the data obtained in Cycle 2. It includes the results of data analysis on the participation of students in the teaching and learning process, students' speaking achievement, and students' responses to the use of picture-based storytelling techniques.

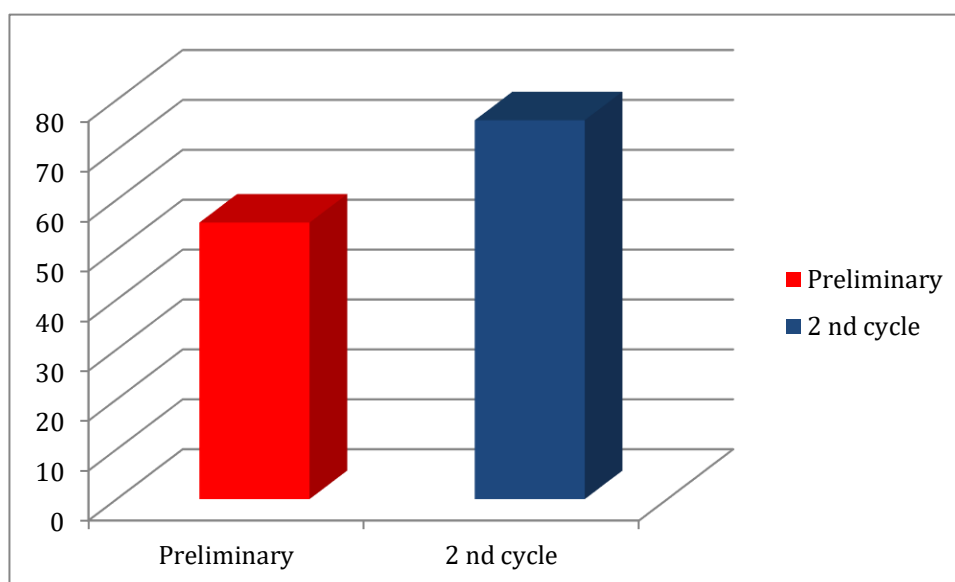
#### ***The Learners' Speaking Achievement***

With the results of students' speaking, there was a better improvement of the students' average scores from speaking students in the preliminary study to speaking students in Cycle 2. The moderate scores for the preliminary study were 55.42 and moderate. the score for speaking students in Cycle 2 was 75.92. It is implied that there is an increase of 20.5 points or 56.94% in the score. The improvement of students in applying picture-based storytelling techniques can be seen in Figure 3.

**Table 3 The Improvement of Students Speaking Achievement**

No	Score	Number of Students		Percentage		Improve
		Preliminary	Cycle 2	Preliminary	Cycle 2	
1	$65 \geq 100$	2	27	5.55	75	69.44%
2	$64 \leq 0$	34	9	94.44	25	-69.44%
<b>Total</b>		36	36	100	100	

Also, the data got from the learners' speaking indicated that 27 of 36 learners (75%) reached the minimum mastery criterion (65), while 9 of 36 students (25%) achieved below 65. The number of students who got 65 or above increased 65 or above increased by 69.44%. This showed that the outcome of learners' attainment of the speaking ability in Cycle 2 had met the meant criteria of triumph requiring 65% of the learners to get the same as or above the minimum mastery criterion. The complete scores of the students' final drafts in Cycle 2 can be seen.



**Figure 3 Students' Speaking Achievement**

In summary, the technique helped expand the learners' speaking in implementation utilizing a picture-based story-telling technique and improved students' motivation in the teaching and learning process. Consequently, as the data obtained showed that the results of the action had met the criteria for success, the study was discontinued.

**The learners' Inclusion in the Teaching-Learning Process**

The results of student participation in Cycle 2 showed three meetings in applying storytelling techniques using pictures. In this cycle, students have a good spirit before they accept the picture that is shown to them. This means that students are ready to participate in activities in its implementation by using image-based storytelling techniques. Some of them asked for lots of pictures to practice their speaking skills. The results of student participation can be seen in Table 4.

**Table 4 Students' Participation Result on the Application of Using Picture-Based Story-Telling Technique**

No	Categories	First meeting		Second meeting		Third meeting	
		Learner	%	Learner	%	Learner	%
1.	Very Active	20	55.56%	19	52.78%	14	38.89%
2	Active	13	36.11%	15	41.67%	20	55.56%
3	Active Enough	3	8.33%	2	5.56%	2	5.56%
<b>Total</b>		36	100%	36	100%	36	100%

At the first meeting of Cycle two, the observation checklist showed that there were 20 students (55%) very active, 13 students (36%) active and there were 3 students (8%) who were quite active. So there are 33 students (91%) who are categorized as active participants.

At the next meeting there were 19 students (52%) very active, 15 students (41%) active and 2 students (5%) quite active. The results of the observation checklist at this meeting showed 34 students (94%) were included in the category of active participants.

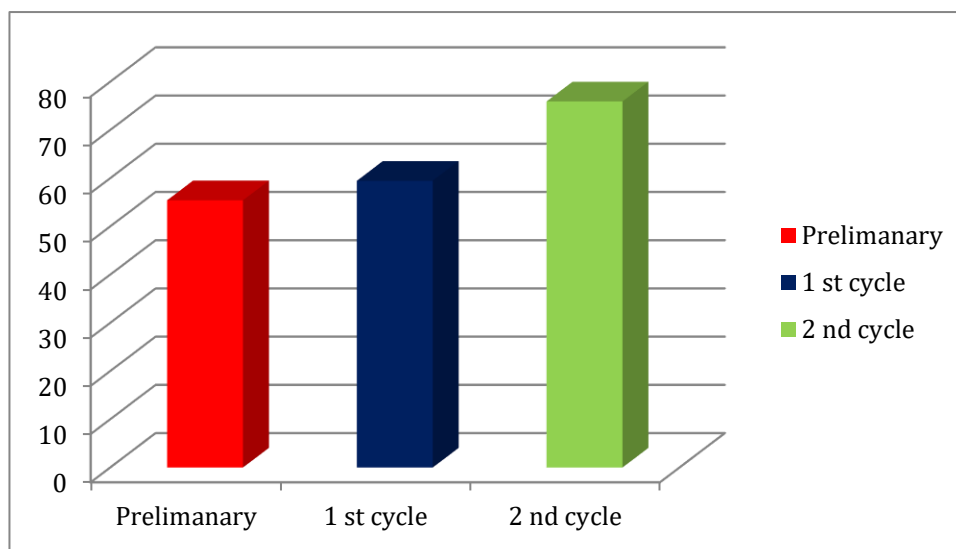
While at the last meeting of Cycle 2 there were 14 students (38%) who were very active, 20 students (55%) were active and 2 students (5%) were quite active. This shows that there are 34 students (94%) who are categorized as active participants.

***The Whole Findings***

With the results of the students' speaking in applying the image-based storytelling technique, it was found that the students' speaking in the implementation using the image-based storytelling technique slowly increased. This means that there is a positive effect of using picture-based storytelling techniques on increasing students' abilities in the application of picture-based storytelling techniques. In other words, the use of picture-based storytelling techniques is able to help and encourage them to learn for greater speaking skills. Thus most of them gradually get good grades at the end of the Cycle. The average score of the students in the



preliminary study was 55.42, in Cycle 1 the average value was 59.46 and in the second cycle the average value was 75.92. The expansion of students in the application of picture-based storytelling techniques from the preliminary stage, Cycle 1 and Cycle 2 can be seen in Figure 4.



**Figure 4. Students' Achievement of the Activities**

With the results of students' perceptions of their encouragement and students' participation in the teaching and learning process of speaking, the application of picture-based storytelling techniques had a good impact on their motivation to tell stories using pictures. From the students' perception of the questionnaire given in this study, it was found that there were 80% of students who gave a positive response. With the number of students who are motivated to apply the image-based storytelling technique, it is found that there are 44% of students who play an active role in Cycle 1 and there are 93% of students who follow Cycle 2. Figure 5 recapitulates the percentage of student participation in Cycle 1 and Cycle 2.

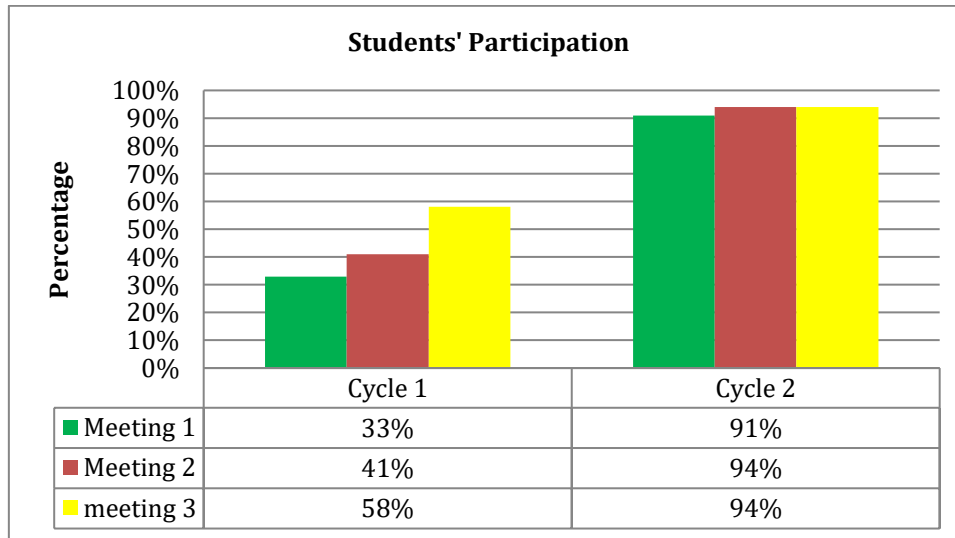


Figure 5 The Students' Participation

In telling stories using pictures in front of the class, all students participate in this activity. Furthermore, the field notes show that there are several things that can be considered in the application of picture-based storytelling techniques in the teaching and learning process. In this case, the researcher saw that some students seemed enthusiastic in the teaching and learning process in terms of discussing the story in their group work and revealing what they knew about the story. In addition, some students were still confused by the pictures given to them, this was because the stories were not familiar to them even though the researcher had described each story to help students tell the story in front of the class.

**Discussion**

The application of picture-based storytelling techniques provides a fun activity for students, especially the media (pictures) helps them reduce their reluctance to speak. Storytelling using pictures not only improves students' speaking skills but also their participation in the teaching-learning process and their motivation in learning English. It is a wonderful technique that can lead children to discover the joy of learning. Khodabandeh (2018) states that storytelling is a technique or approach to language teaching. This demonstrates the value of practical tasks as tools of social, motivational, and language teaching in learning situations. It also makes language learning fun. Through this technique, students with their various language abilities find non-threatening media to participate in. In addition, Kalantari & Hashemian (2016) explained that telling stories in class is a natural thing to learn a new language. There is no comparison of an intellectual nature but simply a desire to participate in individual or group storytelling sessions.

The findings of this study have evidence that storytelling techniques can develop learners' speaking skills. This can be seen from the increase in student scores. The average score of

students at the starting point (preliminary research) is 55.42. After applying the image-based storytelling technique, it became 75.92. In other words, 69.45% of students have achieved better scores than the specified winning criteria. In addition to expanding the value of students, this technique can also increase student participation; it was found that 93% of students were fully involved in the teaching-learning process, and 80% of students showed a good or positive reaction to the technique. Therefore, the use of image-based storytelling techniques can be used as one of the supernumerary learning media in the classroom.

## E. CONCLUSION

Based on the findings, it can be concluded that the use of picture-based storytelling techniques is effective in developing not only students' speaking skills but also their participation in the teaching-learning process and their motivation in learning English. The use of media helps both lecturers and students. They simplify student learning activities making activities more interesting. Success is indicated by the achievement of success criteria related to student participation in the teaching and learning process, student achievement scores, and student reactions to the application of the technique. Utilizing picture-based storytelling techniques in teaching speaking includes several steps: (1) separating students into nine groups. Each group consists of four students. (2) explain the narrative form so that students see the development of the narrative form. (3) clarify the form of the Past Tense. (4) provide modeling for storytelling by using pictures in front of the class. (5) distribute pictures to students and then students will know the story they will read in front of the class. (6) provide vocabulary to students related to stories. (7) represents the story of each picture. (8) ask students to share stories in their groups. (9) ask students to read stories by using pictures personally in front of the class. (10) ask students to clarify the development of the narrative. (11) ask students to ask some questions about the stories told by their friends. (12), provides spelling and pronunciation improvements for students.

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