THE EFFECT OF PICTURE-BASED STORYTELLING TECHNIQUE ON THE IMPROVEMENT OF STUDENTS' ENGLISH-SPEAKING SKILL

A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University

As Partial Requirements to Obtain Bachelor Degree in

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ENGLISH LITERATURE STUDY PROGRAM

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BY

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It has been examined before the Board of Thesis Examination on 19./.o.(/. 2024 and is declared to have fulfilled the requirements.

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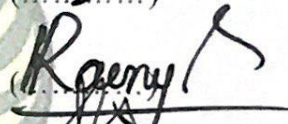NIP. 19647161991031010   NIP. 196311031988112001
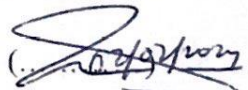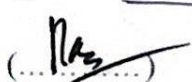
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AGREEMENT

On Friday, January 19th, 2024, the board of Thesis Examination has kindly approved a thesis by Muhammad Daffa Dawlillah (F041181342) entitled *The Effect of Picture-Based Storytelling Technique on The Improvement of Students' English-Speaking Skill* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 2 February 2024

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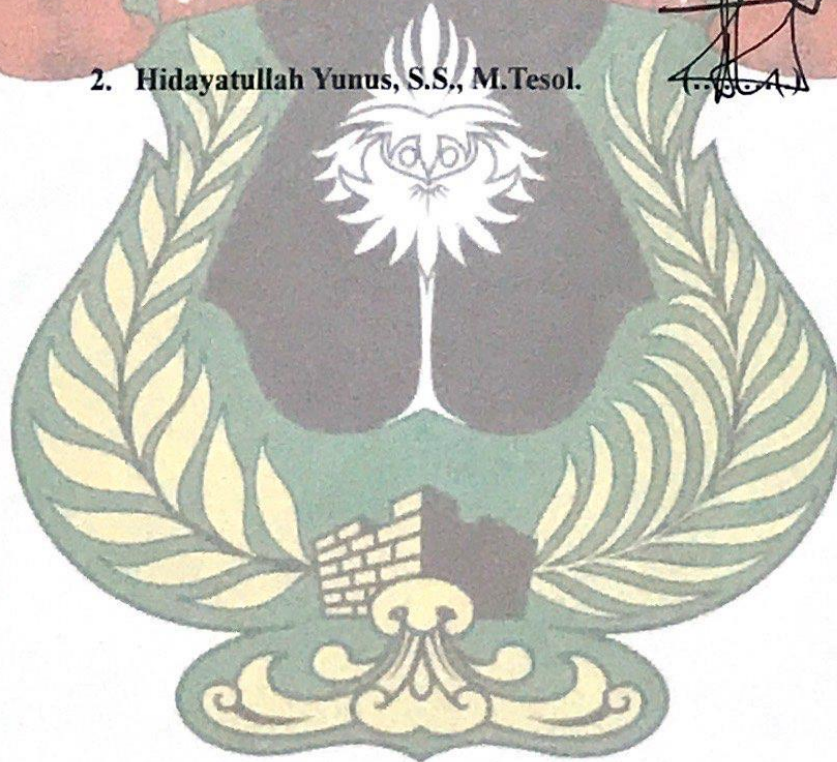
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DECLARATION

The Thesis by Muhammad Daffa Dawlillah (F041181342) entitled *The Effect of Picture-Based Storytelling Technique on The Improvement of Students' English-Speaking Skill* has been revised as during the examination on Friday, January 19th, 2024, and is approved by the Board of Undergraduate Thesis Examiners.

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STATEMENT LETTER

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Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, 15th December 2023

The Writer,
Muhammad Daffa Dawlillah

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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Hasanuddin University No. 540/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Muhammad Daffa Dawlillah (F041181342) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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Muhammad Daffa Dawlillah

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ABSTRACT

Muhammad Daffa Dawlillah, 2024, *The Effect of Picture-Based Storytelling Technique on The Improvement of Students' English-Speaking Skill*. Supervised by Dra. Ria Rosdiana Jubhari, M.A., Ph.D., and Prof. Dra. Nasmilah, M.Hum. Ph.D.

This research investigates the impact of employing picture-based storytelling technique on the improvement of students' English-speaking skill. Employing a quantitative research approach that incorporates a pre-experimental design and a questionnaire, this study examines both the profile of students' speaking skill and the direct effects of utilizing picture-based storytelling technique. The results show a correlation between anxiety and speaking abilities, indicating the need for customized support systems. The picture-based storytelling technique shows a 31.58% improvement in the students' English speaking proficiency, as evidenced by a post-test mean score of 74 compared to the pre-test score of 59. This research highlights the importance of addressing anxiety-related challenges in speaking skill and demonstrates the efficacy of picture-based storytelling in improving the students' English speaking skill.

Keywords: Picture-based Storytelling Technique, Students' English-speaking skill

ABSTRAK

Muhammad Daffa Dawlillah, 2024, *Dampak Teknik Cerita Berbasis Gambar terhadap Peningkatan Kemampuan berbicara Bahasa Inggris siswa*. Dibimbing oleh Dra. Ria Rosdiana Jubhari, M.A., Ph.D., and Prof. Dra. Nasmilah, M.Hum. Ph.D.

Penelitian ini bertujuan untuk mengetahui dampak penggunaan Teknik Cerita Berbasis Gambar terhadap peningkatan kemampuan siswa dalam berbicara Bahasa Inggris. Dengan metode penelitian kuantitatif menggunakan desain pra-eksperimental dan kuesioner, studi ini meneliti profil kemampuan berbicara siswa serta penerapan Teknik Cerita Berbasis Gambar. Hasil dari penelitian ini menunjukkan adanya korelasi antara kecemasan dan kemampuan berbicara, yang menunjukkan perlunya sistem dukungan secara individual. Teknik Cerita Berbasis Gambar menunjukkan peningkatan sebesar 31.58% dalam kemampuan siswa dalam berbicara Bahasa Inggris, terbukti dari nilai rata-rata *post-test* sebesar 74 dibandingkan dengan nilai *pre-test* sebesar 59. Penelitian ini menyoroti pentingnya mengatasi masalah terkait kecemasan dalam kemampuan berbicara serta menunjukkan efektivitas Teknik Cerita Berbasis Gambar dalam meningkatkan kemampuan siswa berbicara Bahasa Inggris.

Kata Kunci: Teknik Cerita Berbasis Gambar, Kemampuan berbicara Bahasa Inggris siswa

CHAPTER I

INTRODUCTION

1.1 Background

Humans are social creatures. We socialize in many ways and one of them is communication. Humans communicate to express their ideas, feelings, and thoughts (Toro et al., 2018). In communicating, we need a medium to deliver what we mean; one of the ways to achieve the act is through language. Humans have been learning a language since birth. We engage in communication through not only spoken words but also various forms of verbal communication. As we mature, we acquire speaking skills by observing and imitating those around us. Additionally, we have come to understand that there are not just one but thousands of languages spoken worldwide, including English.

In this 21st century, English has been used as a universal language to communicate with people worldwide. It is one of the languages we must master nowadays since it allows us to enroll in the working world and build international communication. In Indonesia, English is considered a foreign language. Learners are studying English as a compulsory subject from elementary to senior high school. Many learners continue their studies by taking English-related fields such as English literature and English education at the university level. This event shows that despite being a foreign language in the country, it does not make the learners less interested in learning English. The learners feel proud when they can manage their English skill-related assignments in speaking English. In addition, some schools in Indonesia applied

a program called "English Day," where learners must speak in English throughout the day. We can also find many courses and clubs outside school that focus on improving English skills, meaning the language is popular in the country.

In language learning, mastering speaking is one of the four essential skills. Akhyak and Indramawan (2013, in Haidara, 2016) emphasized that Indonesian students need to develop their English-speaking proficiency since speaking plays a vital role in performing communication acts and enormously contributes. K-12 students, including undergraduate students in Indonesia, struggle to acquire English speaking skills due to the challenge of applying their knowledge to real-life conversations. One of the reasons for this problem is the curriculum implemented in schools, which emphasizes a significant amount of theoretical knowledge in English subjects but provides limited opportunities for practical application and practice. Moreover, the students need more confidence to speak because of the uncooperative environment, which leads to nervousness, especially when the pronunciation is inadequate.

Akbar (2014, in Zuhriyah, 2017) stated that implementing the storytelling method provides an excellent opportunity to develop students' English skills by addressing the issues of hesitation and speaking weakness. These challenges can be effectively overcome when students are encouraged to read a specific text. In language learning, employing storytelling as a learning strategy fosters a personalized learning environment where learners can establish connections between prior and current knowledge, facilitating sincere and valuable

reflections (Heo, 2004). There are various methods to engage in storytelling, one of them is through Picture-based storytelling. Picture-based storytelling involves using a sequence of pictures arranged in a particular order to convey a narrative. This approach often incorporates captions or text to assist the audience in comprehending the story's progression. Using pictures as a learning medium to present material can stimulate students' focus and engagement during English language learning (Syafii, 2021).

Based on the reason above, the writer will study the students in certain schools, focusing on the effectiveness of picture-based storytelling techniques in improving their English-speaking skills.

1.2 Identification of Problems

There are still many students who need help with speaking in English. English subject in school has too many theories and less implementation. Students are not applying their English speaking in the real world because of the unsupportive environment and lack of exposure to the target language. Moreover, speaking a new language can be intimidating, and students may need more confidence in their abilities, mainly if they have limited exposure and practice.

1.3 Scope of the Problem

This research scope is about the effectiveness of picture-based storytelling techniques in improving the student's English-speaking skills. Meanwhile, this study is limited to Eleventh-grade students in SMAN 21 Makassar.

1.4 Research Questions

Based on the background of study above, the writer to focus on finding the answer to the questions:

1. What is the profile of the students' speaking skills at the 11th grade students of SMAN 21 Makassar?

2. How does picture-based storytelling technique affect the students' ability to speak English?

1.5 Objective of the Study

1. To describe the profile of the students' speaking skills at the 11th grade students of SMAN 21 Makassar.

2. To reveal how picture-based storytelling technique affects the students' ability to speak English.

1.6 Significance of the Study

This study aims to broaden the range of knowledge for readers and contribute to the field of storytelling techniques for future research. The findings of this study hold potential benefits for educators seeking innovative approaches to teaching speaking skills and offer an alternative method to consider.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Study

To support this study, the researcher tries to look for similar research to strengthen the study:

Khoiruddin (2014) in his study "The Effectiveness of Using Series of Pictures as Media to Improve the Students' Speaking Ability at Storytelling: A Case of The Eleventh Grade Students of SMA Negeri 2 Purwodadi" aims to assess the students' speaking proficiency both before and after instruction using pictures in storytelling. The study examined 30 students of eleventh graders in SMAN 2 Purwodadi. The study establishes the effectiveness of a series of pictures as a medium for enhancing students' speaking skills. Based on the experiment, using a series of pictures during speaking activities is a motivational tool for students, prompting them to contribute their opinions, ideas, and imaginative interpretations of the visual content. Furthermore, storytelling to improve speaking proficiency encourages students to actively engage in developing ideas and crafting narratives, enabling them to express their stories effectively.

The study "Improving Speaking Ability Through Story Telling Technique by Using Picture Series" (Purwatiningsih, 2015) aims to enhance students' speaking proficiency by utilizing picture series in storytelling, focusing on both the content and delivery aspects of the narrative. The study examined 32 students of the tenth grader by observation, field notes, and questionnaire. The

output shows that implementing the story-retelling technique using picture series as a medium improved students' speaking ability. Increased student scores from 50.15 to 74.5 provide evidence of this improvement. Moreover, the enhanced scores also indicate a heightened level of student engagement in the teaching and learning process.

A study conducted by As (2016) entitled "Storytelling to Improve Speaking Skills" aims to determine the comparative effectiveness of the storytelling technique and the conventional technique in fostering the development of ESL speaking skills. The study examined two classes of eighth-grade students in SMPN 27 Takengon by taking field notes and observation. The output of the study shows that engaging in the teaching-learning process through storytelling gives enthusiasm among students, resulting in an enjoyable experience while improving their speaking skills. Students discovered that storytelling facilitated vocabulary expansion and enhanced pronunciation. Additionally, through storytelling, students were allowed to express themselves more extensively. The oral language proficiency and reading comprehension of a significant majority, precisely 75%, of students in the experimental group (EG) were found to have benefitted from storytelling. Furthermore, storytelling gave EG students valuable insights into fundamental story elements such as introductions, conclusions, settings, characters, and plot progression.

In the study of Ar (2018) entitled "Enhancing Students' Skill in Speaking Narrative by Using Picture Series," aims to see the enhancement of students' skills in speaking narrative using picture series. The study examined one class

of eleventh-grade students in SMAN 3 Padang Panjang by taking a pre-test, formative test, and observation. The output of the study shows that utilizing a series of pictures can enhance and motivate students' oral communication skills, particularly in the context of narrative speaking. Engaging and captivating, this approach enables students to express their ideas effectively. The study conducted at SMAN 3 Padang Panjang uncovered the positive impact of employing picture series on students' storytelling and speaking abilities. The research report emphasizes the significance of systematic management, the availability of various teaching aids and media, adopting varied instructional techniques, and highlighting students' oral presentations during class events. Implementing these recommendations will empower students to advance their speaking proficiency, particularly in storytelling.

The study by Syafii (2021) entitled "Utilizing Picture-Based Storytelling Technique to Enhance the Speaking Skill" aims to enhance students' speaking skills by employing a storytelling technique that utilizes picture series, focusing on enhancing both the content and delivery aspects of the stories. This study examined 36 accounting students in the first semester by taking field notes, questionnaires, students' performance in storytelling, and observation checklists. The output of the study shows that Engaging students through picture-based storytelling techniques offers an enjoyable activity that effectively addresses their speaking apprehension. By incorporating pictures into storytelling, students enhance their speaking skills and actively participate in teaching-learning while gaining motivation to learn English. This unique

technique cultivates children's enthusiasm for learning and fosters their sense of joy in the process.

Ekaningsih & Haq (2022) researched on "The Use of Sequence Pictures in Storytelling for Students' Speaking Proficiency Development" which aims to examine the impact of employing sequential images in teaching storytelling to enhance students' speaking proficiency. The study examined two first-grade students in SMAN 5 Semarang classes by taking pre-test and formative tests. The output of the study shows that when comparing students who receive instruction on utilizing sequence pictures in storytelling with those who do not, a notable distinction emerges. The incorporation of sequence pictures generates enthusiasm and interest to enhance the student's speaking skills.

A study conducted by Saragih et al. (2023) titled "Improving Students' Speaking Skill Using Fable Pictures Cued and Storytelling Technique" aimed to evaluate the effectiveness of the storytelling technique using fable pictures in enhancing students' speaking skills in learning English. The study examined the XI class of a Senior High School in North Sumatera using the classroom action research method. The results showed that the implementation of the storytelling technique with fable pictures significantly improved students' speaking skills. Through the use of storytelling techniques and fable pictures, students were able to engage with the material, visualize stories, and interpret moral values, thereby enhancing their speaking abilities.

Martin et al. (2020) conducted research titled "Storytelling Through Picture Description to Enhance Young EFL Learners' Oral Production," aiming to

improve speaking skills in primary schools in Ecuador. The study examined 26 students from a private primary school. The study's findings showed that storytelling combined with picture descriptions enabled students to utilize visual support in connecting ideas and creating stories based on real-life experiences. Additionally, the students displayed significant increases in their vocabulary, as evidenced by the words used to describe details about the pictures.

The study "The Use of Storytelling Technique with Picture Series in Teaching Speaking" (Fajriani et al., 2021) aimed to determine the significant differences between students taught using storytelling techniques with a series of pictures and those not exposed to this technique. The study examined two classes of tenth-grade students in SMAN 1 Gandapura. The results indicated notable differences between students taught using the storytelling technique with picture series and those not exposed to it.

Ardi et al. (2023), in their study titled "The Use of Storytelling Assisted with Picture Series to Improve Speaking Skill," aimed to assess whether the storytelling technique assisted with picture series was effective in enhancing the students' speaking skills. The study examined ninth-grade students at SMP Saraswati 1 Denpasar using the Classroom Action Research method. The findings showed that the technique significantly improved the speaking skills of the students. The data indicated a clear enhancement in speaking skills and provided positive feedback regarding the implementation of the storytelling technique.

All the previous studies above have relied on pre-existing stories and pictures. In contrast, this study digs into implementing a picture-based storytelling technique that encourages students to utilize their own story and sequence of pictures. Doing so aims to stimulate more significant development and creativity among the students.

2.2 Theoretical Background

2.2.1 Speaking

Speaking is essential in communication as well as in language learning. According to Haidara (2016), speaking is a productive skill that allows us to convey or express ourselves in a spoken language. It is the ability to communicate orally with others by sharing thoughts and feelings in various cases that happen in real-time.

Nunan (2003) stated that speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Nunan (2018) added that speaking produced in real time gives us only a little time to reflect on what we want to say or how we want to say it or to edit what we have already said. We have to produce and adapt it to the situation, which makes us make a quick decision, process the idea into words and condition ourselves in the conversation as incidental problem approaches (Bygate, 1987).

Richards (1983, in Brown, 2000) stated that speaking has two functions. The first one is interpersonal, meaning that speaking functions to maintain social relations and establish a comfort zone, such as making small talk,

joking, and complimenting the person we are talking to. The second is transactional function, which focuses on conveying or exchanging specific information and, for instance, giving instruction or a lecture in a class.

1. Elements of speaking

   Harris (1969) mentioned that there are five elements in speaking skill: vocabulary, grammar, pronunciation, comprehension, fluency.

   a) Vocabulary

   Vocabulary learning is one of the significant difficulties language learners should encounter. Min and Hsu (2008) stated that vocabulary learning is closely related to foreign languages. In the process, the readers must understand most of the vocabulary and the contextual meaning used in the passage. Kamil and Heibert (2005) and Nunan (2015) stated that vocabulary is the basis of language and vital to successful language acquisition.

   b) Grammar

   Nunan (2015) stated that grammar is about combining words into sentences. It matters in speaking, especially for language learners, because people need to understand what we say using improper grammar. It helps us in giving a clear explanation or message to the interlocutor. Moreover, Crystal (2004) expresses that grammar is the foundation of our ability to express ourselves, which means that learning grammar will help us to exploit the richness of expression available in the target language.

c) Pronunciation

Yates & Zielinski (2009) mentioned that pronunciation refers to how we produce the sound we use to make meaning when speaking. It is crucial because good grammar or rich vocabulary will only be valid for language learners if they need help understanding them when they speak. There are two essential features in pronunciation; segmental phonology, which relates to phonemes, and suprasegmental phonology, which relates to the production of sounds (Nunan, 2015).

d) Comprehension

Language learners should have comprehension capability, especially when it comes to conversation. Good comprehension refers to good understanding. Cohen et al. (2005:53) stated, "comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks".

e) Fluency

Hartmann and Stork (1976) in Yang (2014) stated that the term 'fluent' means a speaker can use the correct structures of a language at average speed, which means speaking naturally with a concentration on the content delivery rather than focusing on the form or structure of a language. Fluency is when a learner can directly respond to the interlocutor at an acceptable speed with a low

stutter percentage (Nunan, 2015). Fluently speaking would be immensely helpful in maintaining the communication process in a conversation.

2.2.2 Storytelling

Storytelling is a captivating way of sharing stories that has been around for a very long time. It's about using words, pictures, or actions to tell about events, characters, and feelings in an interesting way that grabs people's attention. Sole and Wilson (1999) stated that storytelling is people sharing their own stories with others. Humans often talk about their feelings, thoughts, ideas, and things that happened in their lives. Sharing a story is as easy as expressing what's on your mind.

Horner and Ryf (2007) emphasized that storytelling is very important for students because it's about both hearing stories and telling their own, creating a friendly classroom where students interact through stories. This builds a shared collection of stories from different cultures, showing the value of spoken language and offering diverse perspectives. Storytelling also helps students understand different viewpoints, breaks stereotypes, and promotes understanding. Plus, it improves reading and writing by making students familiar with story elements and language rules. It's not just for language, but also for other subjects like using stories in math. And storytelling enhances presentation skills, adjusting to audiences, and using language effectively.

Engaging in storytelling has the potential to enhance students' capacity to communicate their experience. Beyond being enjoyable, storytelling also contributes to the development of students' self-assurance and the encouragement of their social and emotional growth.

2.2.3 Picture-Based Storytelling Technique

In language learning, storytelling is a technique where stories help people learn a new language. Instead of just studying grammar and vocabulary, learners listen to or read stories in the target language. Stories make language learning more enjoyable and engaging. They help learners practice listening and reading skills, expand their vocabulary, and understand using sentences and grammar in real-life situations. Storytelling fosters creativity in speaking and builds confidence for both the storyteller and the listener (Ekaningsih & Haq, 2022).

According to Rullu & Daburan (2020), using pictures in storytelling can boost students' excitement and capture their focus. Pictures allow students to hear the teacher's words and directly observe and engage with the objects conveyed. Moreover, using pictures in education is crucial as it can boost student motivation. When students utilize pictures to narrate stories, they can free themselves from the limitations of verbal expression. Looking at pictures can make people talk more in language learning. Our personal experiences affect how we see images. In English class, discussing feelings or preferences about pictures helps students talk and understand better. Incorporating pictures in the classroom brings a delightful and vibrant

atmosphere to the learning process (Purwatiningsih, 2015). Students can extend their abilities through the power of images, activities involving images make an especially effective contribution to language learning (Baker, 2015).

Therefore, picture-based storytelling refers to using images or visuals as the primary means of conveying a narrative. It involves using a series of pictures or visual elements to tell a story, often accompanied by captions or text.

2.3 Hypothesis

H_0 : The implementation of Picture-based storytelling technique is not effective in improving the students' English-speaking skills.

H_1 : The implementation of Picture-based storytelling technique is effective in improving the students' English-speaking skills.