



Improving Students' Speaking Skill Using Fable Pictures Cued And Storytelling Technique

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Received Dec 5, 2021; Revised April 5, 2023; Published April 6, 2023

<https://doi.org/10.31629/juliet.v4i1.3945>

Abstract

This research used a storytelling technique with fable pictures to help students in developing their speaking skills in learning English. Classroom Action Research is used in this study, which is applied in the classroom to see how the students' ability in speaking English consisting of 10 students from a Senior High School in North Sumatera in the academic year of 2021/2022 could be improved by employing a storytelling technique. This research showed that the storytelling technique with fable pictures cued could be a helpful method for students in the classroom. Students seemed to have the confidence to speak without being nervous. In addition, they enjoyed the fabled story with the picture. The pre-cycle results were 78.0, and cycle 1 increased by 2.46. In cycle 2, the improvement score received was 5.04, and to combine all the improvements per cycle, which is 7.5. the researchers can conclude that telling stories with pictures cued can improve students' speaking ability.

Keywords: Speaking, Storytelling, Fable, Pictures

I INTRODUCTION

English become one of the common languages used all over the world, in the field of education (Rao, 2019). Speaking, listening, reading, and writing covered basics skills in mastering English for high school students (Tifani, Regina, and Wardah 2018). In education in Indonesia, English was a compulsive subject which was taught in formal schools. Moreover, English education system in Indonesia applied the 2013 Curriculum, it was stated that students were required to communicate according to the social function and communicative purpose (Fujiono & Khairuddin, 2018). Among of the four skills, speaking was considered the most important part to be mastered by students because speaking was the skill that was most valued by students to face real-life situations (Bahadorfar & Omidvar, 2014).

Speaking was also important for students, especially for formal education in Indonesia because speaking was one of skills tested in language competence (Fujiono & Khairuddin, 2018). Besides, speaking skill was essential for students which this skill was able to serve a lot of advantages for students starting to open communication for others and educational needs (Elyani et al., 2022). As for the society aspect, it was able to convey the messages in communicating to others. In addition, students also can develop knowledge and ideas through speaking (Ibodulloyeva 2020).

However, when facing in reality, the application of speaking was complicated for high school students in applying speaking in their daily lives, the problem that there were students who had not been able to talk to their friends or teachers in the classroom because of the less practicing (Siti, Flora and Deddy, 2017). Furthermore, Indonesia students were less interested in learning English (Wulandari et al., 2022). These problems occurred because of lack of vocabulary in speaking, as the result, they could not speak fluently, have a lack of grammar mastery, lack of correct pronunciation and yet the students faced psychological problems like afraid in making mistakes, low confidence, lack of practice (Oktavia et al., 2018).

This difficulty was certainly a barrier for students to master speaking because of the number of problems they experienced. In educational research, students' fear usually experienced was relatively stable, which was anxiety that depended on the specific situations or moments (Lindy 2009). Factors that became anxiety included the lack of vocabulary they got while learning English and fear of making mistakes during speaking (Amirul, 2015). According to the researchers, the lack of ideas in speaking was also one of the factors from the students' inability to speak because they needed more time about what they would convey (Mukminatus, 2017).

Therefore, based on the observation and interview were conducted at in Subject School in North Sumatera. The students had low speaking skill, It was due to the students had low vocabulary mastery so they could not be able to deliver the messages well and students frequently made mistakes in grammar and students seemed difficult in expressing their own ideas and thoughts orally in front of the class and the lack of media made students unable to expand their ideas in speaking.

As a result, teacher needed to have techniques to improve English language skills especially speaking skill. Which the technique was capable of expressing an idea or desire for others with definite oral communication and requires a lot of continuous practice so that listeners can understand (Santi, Samsul, and Ahmad, 2020). One of the techniques namely Storytelling, storytelling was also a popular technique currently to prevent depression or anxiety that occurred in students. According to Amru (2016), in his research, storytelling significantly impacted teachers in fostering a relaxed and intimate atmosphere in the classroom. The purpose of storytelling was to provide entertainment to listeners without any demands from a particular way of interpretation. Besides that, it can also help students' speaking skills.

Through stories can show the joy of being fun and being meaningful so that students hoped can feel satisfied. According to Ami (2011), happiness was from the story and from connecting with other people while sharing the story. There were many stories in storytelling such as Folktales, Ballads, Myths, Fables, Mediaeval Romances, Exempla, Fabliaux, Jest-books, and Local legends. So, the researchers defined fable as one of the types of stories and as a tool as well, which provided an opportunity for students to develop their ability in English because it had a collection of stories that had a moral value in which animals were usually the main characters in the story. In addition to improve speaking skills, students can also assess the excellent nature of the story. In students' performances, many storytellers used props as supports to imagine a report to the audience, for instance, such as puppets supported by costumes. As one of the problems in speaking, students often experienced a lack of insight and ideas in speaking, so the researchers used the pictures of a scene from a fable as a supporting tool for students to improve speaking skills in English. Fable pictures were used as supporting illustrations of stories told by students through visual images. Storytelling using pictures such as fables can be a suitable teaching method

for teachers. Students retold the story's content in different word constructions according to their words and involved specific interactions between storytellers and listeners.

Based on the problems students often faced above, the researchers used storytelling techniques and using fable pictures as media in the classroom. This technique was not new in this era because it had been applied by some researchers such as Ratih (2015), Mukminatus (2017), and Mustafa (2020) who showed that storytelling was a good strategy in improving the ability of the student who provided many opportunities. This technique can also help motivate students to imagine and explore the story in their speaking (Marzuki, Johannes, and Arwijati, 2016). Thus, researchers believed that using storytelling techniques and helping by using fable pictures will increase students' speaking ability in secondary schools.

II METHOD

Classroom Action Research (CAR) was used by the researchers in this study which was applied in the classroom to see the students' ability to speak English. The students consisted of 10 students from a Senior High School in North Sumatera. The researchers chose these students because the students still had problems in delivering the messages, and their ability to speak was still not fluent enough. In this research, the researcher also collaborated with the teacher to imply this method for students in the classroom. In this study, the researchers used CAR proposed by Kemmis and McTaggart (2000). Denzin and Lincoln (2007) also mentioned four steps in CAR are planning, acting, observing, and reflecting.

The data in this study were collected using techniques such as a speaking test, observation, documentation, and interview from the first meeting to the last meeting. This data aimed to discover the situation of class and what the students needed in English class that they had followed. The data of the observation technique was students' activities in telling stories. Documentation was about action in students' speaking skills in telling stories using fable pictures.

In addition, the data collected from the observations and the results of documentation from the speaking test were processed through the stages of data reduction, data presentation, and data verification. The data taken was students' activity data and students' ability to improve students' speaking skills through fable pictures using storytelling techniques.

III RESULT

3.1 Pre-Cycle

During the pre-speaking test stage, the researcher asked students to tell the fabled story that the researcher provided. In this stage, the researcher has found the result of their speaking skill. It was considered as good with an average of 78,0.

Table 1. Average of Pre-cycle Score

No	Aspects	Scores	Categories
1	Pronunciation	79,9	Good
2	Grammar	67,6	Average
3	Vocabulary	80,9	Good
4	Comprehension	80,6	Good
5	Fluency	81,0	Very Good
Average Scores		78,0	

Category:

- 10-39 = Very Poor
- 40-60 = Poor
- 61-70 = Average
- 71-80 = Good
- 81-100 = Very Good

From the data above, it can be concluded that the students already had basic skills in speaking. The students were categorized as having good speaking skills. On the pronunciation criteria, the students got an average score of 79.9, indicating a good category. On the pronunciation criteria, the aspects assessed were the way students pronounce word by word correctly and the correct intonation and stress when telling stories. Aspects that were evaluated on the grammar criteria were the accuracy of using sentence types when telling stories and choosing the right words according to the appropriate sentence types. Vocabulary included aspects of selecting the right words and how students can solve problems to replace the language they did not know. Understanding relates to how well students understand what they were telling and how students told stories by giving the right gestures with what they were speaking. On the fluency criteria, the aspects that were assessed were how students told stories without hesitation, mastery of the topic, pauses, and repetition of words.

3.2 Cycle 1

After knowing the results of pre-cycle 1, the researcher then carried out cycle one, resulting in the student's average score from the students' speaking ability. The researcher compared the results of each aspect of the average value of pre-cycle and cycle 1. These results showed that several factors experienced an increase in speaking skills. It can be seen through this table :

Table 2. The Result of Cycle 1

No	Aspects	Pre-cycle Score	Cycle 1 Score	Improvements
1	Pronunciation	79,9	79,1	-0,8
2	Grammar	67,6	79,4	11,8
3	Vocabulary	80,9	80,1	-0,8
4	Comprehension	80,6	82,0	1,4
5	Fluency	81,0	81,7	0,7
Average				2,46

Based on the table above, it can be seen that students' performance improved only in several aspects, namely grammar, comprehension, and fluency. However, in the elements of pronunciation and vocabulary, the average score of students in these aspects had decreased. After conducting the speaking test, the students were more careful and feel nervous, causing them to forgot some vocabularies and found several mistakes when pronouncing during Cycle 1. The highest improvement achieved by students was in the grammar aspect, and the highest average score obtained by students was in the comprehension aspect. Cycle 2 was needed to see further student improvement because the students did not achieve the target score expected by the researchers.

3.3 Cycle 2

After cycle one was conducted, the researchers held cycle 2. The researchers had cycle 2 to see the expected improvement in cycle 2. The researchers presented the data and compared it with cycle 1 and cycle 2 to improve the two speaking tests. Here was the result:

Table 3. The Result of Cycle 2

No	Aspects	Cycle 1 Score	Cycle 2 Score	Improvements
1	Pronunciation	79,1	83,0	3,9
2	Grammar	79,4	81,9	2,5
3	Vocabulary	80,1	88,1	8,0
4	Comprehension	82,0	88,7	6,7
5	Fluency	81,7	85,8	4,1
Average				5,04

Based on the results shown in the table above, the researchers can conclude that the average score reached by students increased in every aspect. In cycle 2, the most significant improvement of the average score of students was in the vocabulary aspect. The progress achieved can be said to be quite substantial. It can be seen in the students' scores during the test in cycle 2, the average score of students had increased even though in cycle 1 the average score of the students had decreased in two aspects, namely in the elements of pronunciation and vocabulary.

Tabel 4. The Improvement Score Total

No	CAR Implementation	Scores	Improvement scores
1	- Pre-cycle	0 – 78,0	-
2	Pre-cycle – cycle 1	78,0 – 80,46	2,46
3	Cycle 1 – Cycle 2	80,46 – 85,5	5,04
Improvement score total			7,5

The table above showed that students' average score had increased in each cycle. The total improvement can be calculated as 7.5. It can be concluded that telling stories with pictures cued can improve students' speaking ability.

IV DISCUSSION

The subjects of this study were 10 students in XI class of a Senior High School in North Sumatera. The analysis was carried out in two cycles where each cycle had one meeting. Cycle I had two speaking tests, and it was held on November 19, 2021, and cycle II only had a speaking test and was held on November 20, 2021.

4.1 Pre-Cycle

Before implementing the pre-cycle, the researchers can calculate the total increase in XI class researchers can conclude students. This interview aimed to find out teacher opinions about the students' English skills, especially speaking skills, the student's interest in English subjects and the condition of the students in the learning process, and what media they often used to support the learning process.

Based on the interview with the teacher, the students can learn English, and they entirely understood learning English in theory. Still, for practice such as speaking, the English teacher admitted that the student's abilities were not fluent, and sometimes they were still confused about what they were saying. Many students liked English so much, even taking English courses outside of school every Saturday. All of the students also followed English organizations such as the English Club. However, the students also admit that they are unable and less fluent in speaking English if they only study at school. The methods and media provided were not sufficient and exciting.

In their speaking performance, most of the students still had doubts about expressing their thoughts and ideas because they did not seem to understand what they had to say next, then they asked their friends, the class situation also became quieter. While conducting the precycle, the researcher observed the case in the classroom and the student's attitudes. The researcher seemed pretty enough, but they still answered what the researcher asked them. However, most of them listened carefully to their friend while speaking about the story, and sometimes, they were enthusiastic enough to follow the lesson. Still, they were getting bored because they always listened to the same story. On the other hand, they did not comprehend what their friend told them in their performance.

4.2 Cycle 1

Before implementing cycle 1, the researcher prepared materials and assessments. The material design was a simple fable story. The title of this story was "Greedy Dog," one a fable created by Aesop, Greek Storyteller (2003). For the assessment, the researcher prepared several criteria in speaking, such as pronunciation, vocabulary, comprehension, grammar, and fluency.

In starting the research, the researcher explained storytelling and fable techniques to the students about how the two related to each other to improve their speaking skills. The researcher then practiced storytelling using pictures without text, and students only explained using their words from the pictures provided. After teaching this, they were confused and did not understand this story. The researcher showed these pictures one by one according to the order of the storyline and asked them to guess and speak using their language about each occurrence of this fable picture. They then understood this story even though they talked about it using Bahasa and English.

The researcher then asked them to tell this story using the provided pictures using their language in English; the researcher gave them some minutes to think about the story. The researcher also said to the students that the researcher assesses their speaking ability and their performance. The class situation was getting livelier, and they looked enthusiastic to hear their friends' stories. They had a unique way of describing each event. For instance, some students gave a name to the dog in the story, which made their friends more enthusiastic about paying attention to it.

On the other hand, sometimes they hesitated to speak because they still had fear, lack the vocabulary to tell the picture of the story, and Most of the students often made grammar mistakes which they should tell the story with the past time. However, still, they had the confidence to tell the story. They spent around 3-4 minutes telling the story as well.

In the reflection stage, the researcher still thought that the students needed more improvement in their speaking skills, even though they were good enough to tell the story. The researcher pondered about the students' lack of knowledge in technical storytelling and their fear of being wrong in speaking and sometimes doubting they did not know what to say because the vocabulary they got was limited. The grammar they use also doesn't meet English standards well.

4.3 Cycle 2

In cycle 2, The researcher prepared the material to be re-taught to students and the assessment. The researcher reviewed the previous material with the students and discussed the speaking skill in cycle 1, reviewing the previous material is one way to strengthen students' retention of knowledge (Rosenshine, 2012). The researcher again taught how to tell an excellent way to tell stories using the story pictures, starting from the lack of vocabulary. The researchers gave several ways to increase the wording about the story, and the researchers also tried to make them comfortable and not be afraid and various other reinforcements. During the discussion section, the students were capable and comfortable in delivering their thoughts and opinions.

After finishing the discussion section, the researcher began to show the fable picture cued with the same story. The story was chosen by considering real-life, which reminded them to avoid being greedy, and the students remained grateful for what they had now, which was acted by a dog, which was a simple story that attracted students. In observing, the students seemed enthusiastic about telling the story, and they could not wait to present their story, but when the researcher asked them who would come first, they were shy and silent. Finally, the researcher asked them to tell the story one by one by calling their name. They focused on listening to their friends while performing. In their performances, they spent about 4 minutes with each person.

The students used unique ways of telling the story. For instance, they added moral messages of the story at the end of the story, and some students imitated the sound of a dog in telling the story. The students seemed not to hesitate to tell the story, and they enjoyed telling their friends' stories again. They were also free to tell stories without rote memorization or pressure. It showed that their confidence increased compared to the cycle 1 meeting. The students were also enthusiastic in describing the pictures given using storytelling techniques, starting from facial expressions, body gestures, and intonation. Their tone of voice was much better than the previous meeting. Some of the earlier students who rarely spoke became more active and didn't feel burdened anymore. Sometimes, researchers also had to stop their performances due to time constraints that have been determined. In the previous meeting, researchers spent 70 minutes assessing their performance, but in cycle 2, researchers spent approximately 80 minutes.

In the reflection stage, researchers assessed an increase in their abilities. Students seemed to have the confidence to speak without being nervous. Also, they enjoyed the story with the picture. However, some students were still anxious and afraid of being wrong in telling stories.

The results of the cycles of using picture-cued media in this study were in line with previous studies. Simamora et al (2018) stated that there was a significant improvement after applying picture cued storytelling to teach speaking in the classroom, these researchers focused on how students became more confident and create longer descriptions. In addition, Yoga (2013) found that the use of picture-cued also resulted in an improvement in writing skills, where through picture cued can stimulate students to generate their ideas. Another research also mentioned that through the use of picture-cued can improve aspects of speaking skills as well as being able to enrich students' vocabulary while improving their pronunciation (Retno et al., 2021).

V CONCLUSION

According to theories, methods, results, and discussion above, there was an improvement in using storytelling technique with fable pictures cued for students' speaking skills. The use of storytelling and fable pictures helped the students explore and imagine the story and they were able to interpret the moral value they got from the story which they told. In other words, this method also allowed students to improve and develop their speaking skills and it was considered to be a helpful technique for students.

In applying this method, the students responded positively to improve their speaking ability, although at first, some of them found it difficult and nervous. This was evidenced by the results of the pre-cycle, where the average score obtained was 78.0. This result was a good category. In the end, the researcher applied cycle 1 and got an increase of 2.46. Obviously, in this case, the students still needed improvement because some aspects were lacking. In cycle 2, the improvement score obtained was 5.04 and to combine all the improvements per cycle, which was

7.5. The researchers can conclude that telling stories with pictures cued can improve students' speaking ability.

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