



## THE IMPLEMENTATION OF THE PICTURE-BASED STORYTELLING METHOD TO IMPROVE STUDENTS' SPEAKING SKILL

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### **Abstrak**

Penelitian ini bertujuan untuk mengembangkan keterampilan berbicara bahasa Inggris siswa di MTs Ma'arif Sojokerto yang terletak di Desa Leksono Kabupaten Wonosobo. Peneliti diberi kesempatan oleh kepala sekolah untuk mengunjungi dan mengamati sekolah untuk mengidentifikasi permasalahan yang berkaitan dengan penelitian ini. Peneliti menggunakan metode *Picture-based Storytelling* untuk mengatasi permasalahan siswa dalam berbicara bahasa Inggris dengan menggunakan desain penelitian tindakan kelas (CAR). Penelitian ini terdiri dari 2 siklus yang setiap siklusnya mempunyai tahapan yaitu perencanaan, pelaksanaan, observasi dan refleksi. Sampel yang diambil untuk penelitian ini adalah kelas VIII di sekolah tersebut. Instrumen penelitian memiliki beberapa bagian yaitu wawancara, observasi, hasil tes dan dokumentasi. Hasil observasi, dan tes meningkat. Hasil observasi, pada prasiklus sebesar 30%, pada siklus 1 sebesar 52% dan pada siklus 2 sebesar 84%. Kemudian hasil tes pada prasiklus sebesar 29%, pada siklus 1 sebesar 50% dan pada siklus 2 sebesar 75%. Hasil tes wawancara juga mengalami perubahan, dari penelitian tindakan kelas yang dilakukan sebelumnya, siswa yang tidak menyukai pelajaran bahasa Inggris menjadi menyukai pelajaran bahasa Inggris setelah menggunakan metode ini. Dari hasil yang diperoleh peneliti dapat disimpulkan bahwa penggunaan metode *Picture-based Storytelling* dapat meningkatkan siswa dalam berbicara bahasa Inggris.

**Kata Kunci:** Metode Bercerita Berbasis Gambar, Kemampuan Berbicara

### **Abstract**

*This research study aimed to develop students' speaking skills in English at MTs Ma'arif Sojokerto which is located in Leksono Village, Wonosobo Regency. The researcher was given this opportunity by the headmaster to visit and observe the school to identify the problems related to this study. The researcher used the *Picture-based Storytelling* method to overcome students' problems in speaking English by using classroom action research design (CAR). This research consisted of 2 cycles, which each cycle has stages namely planning, implementing, observing and reflecting. The sample taken for this study was class VIII at that school. The research instrument had several parts, namely interviews, observations, test results and documentation. The results of observations, and tests increased. The results of the observation, in the pre-cycle amounted to 30%, in cycle 1 amounted to 52% and in cycle 2 amounted to 84%. Then, the results of the test, in the pre-cycle, amounted to 29%, in cycle 1, it amounted to 50% and in cycle 2, it amounted to 75%. The results of the interview test also changed, from the previous class action research conducted, students did not like English lessons to liked English lessons after using this method. From the results obtained by the researcher, it can be concluded that the use of the *Picture-based Storytelling* method can improve students in speaking English.*

**Keywords:** *Picture Based Story Telling Method, Student's Speaking Skill*

## **INTRODUCTION**

English is an international language used in countries worldwide, including Indonesia. As the most used language, English plays an essential role in communication in many sectors of life, such as trading, bilateral relationships, science, technology, business, and so on (Widyasworo, 2019).

In Indonesia, most of the population needs more English proficiency. Indonesians, especially those living in small towns or villages, often use English as a foreign language. This is due to various factors, including the need for more awareness of the importance of English as an international language. Therefore, English as an international language has a critical role in gaining many benefits, such as global knowledge, literature, and academic environment. English is also used as a language of instruction, especially in work and education. English is a compulsory subject at all levels of education in Indonesia, especially for elementary, junior high, and high school students.

Speaking is an essential skill that people use to communicate. One important goal of learning English is to communicate in English. Through talking, we can interact with the world community. Speaking objectives are to inform, entertain, report, persuade, and convince one (Andriani et al., 2020). In many places, the ability to speak English is needed. Many multinational companies expect their employees to be able to communicate in English so that they can interact with partners around the world. To interact globally, support using digital technology must be available. In this modern era, using English in digital technology has become necessary in every country. It aims to access knowledge from various countries and collaborate with multiple countries to understand existing cultural differences.

Commonly people are known orally and in writing as a communication tool.

English as an international language not only plays a role in global communication through the media but also becomes an essential academic need in the education system in Indonesia. Through learning English, students can access a wide range of international literature and educational resources and prepare themselves to study abroad. English global communication tool and an essential foundation for creating students with character and usefulness in the future.

The researcher has observed the condition and situation of English learning at MTs Ma'arif Sojokerto Leksono. In this observation, the researcher asked permission from the teacher concerned to follow the learning in the class. The classroom atmosphere was not conducive when the researcher entered the classroom with the teacher. Some students were absent from school, and some were still outside the classroom and playing in the classroom. Students did not concentrate when learning began. Most of them daydreamed or chatted with their classmates. The teacher was also unable to warn every student in the class.

When the teacher spoke in English, most students did not understand, so the teacher was forced to use Bahasa Indonesia. Then the researcher asked the teacher to help the students introduce themselves to the researcher. The students were asked to introduce themselves using English. One by one, students introduced themselves using English and at that time, the researcher found out that some students could introduce themselves fluently.

In the next stage, the researcher asked the students to read a short English story prepared by the researcher and teacher to learn more about the students' speaking skill. Here, it began to appear that only a few students were able to read the text well. There were still many mistakes in reading and a lack of understanding when the researcher asked about the story's content.

In connection with these problems, the researcher found some difficulties

experienced by students of class VIII MTs Ma'arif Sojokerto Leksono in speaking English. Based on these observations, the researcher concluded that the students' speaking skills were still relatively low and that more in-depth speaking English practice was needed.

With this PBS method, it is expected that students will be able to speak English more fluently. This method is in accordance with the researcher's hope that students can speak English more fluently.

## **METHOD**

The design of this research was (CAR) Classroom Action Research by using mix methods with a qualitative approach, producing activities to assess student engagement, participation, and progress in speaking skills. Alongside the qualitative data collection, a quantitative speaking test was conducted to measure students' speaking ability. Josep (De Beer, 2019) CAR is a process in which a teacher identifies problems in the context of his or her classroom and then engages in investigative methods to address the problems.

Kemmis and Mc Taggart (Putra et al., 2022) consist of four steps planning, acting, observing, and reflecting. The series of cycles Improves the problem in this research. The researcher procedures are performed by administering two cycles. Each cycle contains four steps: planning, action, observation, and reflection.

The researcher uses the Classroom Action Research method by Mahmud which consists of 2 cycles, namely, Cycle 1 (planning, implementing, observing, and reflecting) and Cycle 2 (planning, implementing, observing and reflecting).

The research location at MTs Ma'arif Sojokerto Leksono with population and sample collection is The population of this study was all students at MTs Ma'arif Sojokerto Leksono and this research took only take class VIII. It conducted 20 students at Mts Ma'arif related to the

speaking problem, and it was implemented with a picture-based storytelling method. In this research, the data collection method is Observations, Interviews, Test, and Documentation,

## **FINDING AND DISCUSS**

### **1. Effective is the PBS method in improving students' speaking skills**

That many students had increased their scores. For the test results in cycle 2, the percentage of average scores obtained was 75% compared to the previous result of 50%. For the results of the KKM students, who passed there were 14 people or 78% of students who exceeded the KKM. The last result of observation was 84% from the previous 52%. This means that in this cycle 2 students could be declared to have passed following the previous researcher's expectations, students seemed more active in working together in groups, asking questions to the teacher and also the class was be more conducive in this cycle 2.

### **2. What are the challenges and opportunities in implementing the PBS method in Classroom.**

Students dislike English because they had difficulty understanding the language, were confused with grammar, and had difficulty memorizing vocabulary. On the other hand, many students complain that the class is not conducive, and many students were busy, so students who really pay attention to the teacher cannot listen clearly. Most of the students preferred the group learning method. Overall, students face many challenges when learning English.

After knowing the responses in the interview before applying the PBS method, it could be said that students not like English lessons. Therefore, the researcher also wanted to know the students' responses after applying this method. The following table of the results of the researcher's interview with the 5 students after the PBS method was applied.

### 3. **PBS method practiced can improve students' speaking skills**

After completing cycle 2, the interview results showed that most students commented positively about the PBS method. They feel this method was more fun and this method could help them improve their English speaking skills. Students also felt more confident than before. However, there were still shortcomings in implementing the method, such as limited time and a lack of explanation.

After analyzing students' responses before and after using the PBS method, it was known that students had difficulty learning English before learning, which made them dislike English learning. Students found it challenging to understand the language and memorized vocabulary made it difficult to speak English. Another factor was that the classroom conditions were not conducive to learning, students also preferred to studying in groups. Researchers were looking for solutions to minimize these shortcomings based on students' responses. After applying the PBS method, most students gave positive responses about this method. Previously, students who did not like English turned to liked English learning. Students were also no longer shy and more confident in speaking English.

From all the data analysis above, it can be concluded that students have improved in learning English using the PBS method. The increase that occurred in each cycle was observed from the table of test results and observations above. For the test results, in the pre-cycle, the results were 29%, then in cycle 1, it was 50% and finally, in cycle 2, there was an increase in results by 75%. For the results of observation in the pre-cycle of 30%, then in cycle 1, the results were 52%, and finally, in cycle 2, there was an increase of 84%. A total of 14 students passed the KKM determined by the researcher, which can be seen in cycle 2 in the test table. In cycle 2, students were more active and the class was more conducive. This was observed from the analysis of the interviews

above, supported by the increased student observation results. In the observation results, there was an assessment of discipline and student activeness in participating in learning. Most students also preferred to work in groups in the interview before the research began. It is also an assessment of student activeness in observation.

## **CONCLUSION**

Based on the findings and discussion, the researcher concluded that the PBS method can improve students' speaking skills to speak English. The following is the conclusion that the researcher has obtained:

1. There is an increase in student speaking after applying the PBS method can be seen from the following instruments, namely observation checklists, speaking tests, and interviews. Based on the results of the observation data, there was an increase in each cycle, in pre-cycle by 30%, then in cycle 1 by 52% and finally a significant increase in cycle 2 by 84%. For speaking tests, there was also an increase, in pre-cycle by 29%, then increased in cycle 1 by 50% and finally increased in cycle 2 by 75%. The improvement data is also supported by interviews with students who commented negatively on not liking English lessons to positively liking English lessons. Researchers combine all the results of the data obtained so that researchers can conclude that the application of The PBS method can improve students' speaking skills at MTs Ma'arif Sojokerto Leksono.
2. Researchers conducted several stages in the process of improving students' speaking skills. These stages include pre-cycle, cycle 1 and cycle 2. First of all, the researcher conducted observations and interviews with English teachers at the pre-cycle stage to find out the initial condition of class VIII students in speaking English. Then the researcher conducted a student speaking test assisted by the teacher to get the initial pre-cycle

score. The researcher also interviewed 5 students of class VIII to find out their opinions about learning English. In cycle 1, the researcher applied The PBS Method by providing learning media in the form of images provided by the researcher which were then presented by students in groups after which the researcher and teacher assessed the results of the students' speaking skills. Reflection of the results of cycle 1 still does not meet the criteria therefore cycle 2 needs to be done to meet the score criteria set by the researcher. Planning was carried out in cycle 2 to reduce the weaknesses in cycle 1. In cycle 2 the researcher still applied The PBS Method with different picture material from cycle 1. The researcher reassessed the results of the student speaking skill test with the help of the teacher. The results in cycle 2 have increased significantly. The researcher also re-interviewed the 5 students, their responses were positive to like English lessons. From cycle 2, it can be concluded that research using The PBS method can improve students' speaking skills.

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