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Research Article

## The Influence of Picture Strip Story towards Students' Speaking Skill

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### KEYWORDS

Communicative language teaching;  
 Picture strip story;  
 Speaking skill.

### A B S T R A C T

This research is aimed to find out the influence of picture strip story towards student's speaking skill at the second grade students of SMP Negeri 1 Cisoka Kab. Tangerang. The purposes of the research are: 1) to identify students' speaking skill at the second grade student in SMP Negeri 1 Cisoka; 2) to define the appropriate technique to influence students' speaking skill at SMP Negeri 1 Cisoka; and 3) to identify the effectiveness of picture strip story on students' speaking skill at the second grade students in SMP Negeri 1 Cisoka. This research used a quantitative method with quasi experiment design, with 73 students as samples and divided into two classes, namely the control class and the experiment class. The results show the mean of posttest the experiment class got the higher than control class 63, 3. Based on the statistical calculation the value of  $t_o$  (5, 77), and  $df$  (71) in significance 5% ( $t_{table} = 2, 38$ ) and significance 1% ( $t_{table} = 1, 66$ ). From comparing the  $t_o$  and  $t_{table}$  the result is  $t_o > t_{table} = 5, 77 > 1, 66$  and  $t_o > t_{table} = 5, 77 > 2, 38$ . It means that  $t_{observation} (t_o)$  is higher than  $t_{table} (t_t)$ , so Null Hypothesis ( $H_o$ ) is rejected and Alternative Hypothesis ( $H_a$ ) is accepted. It can be concluded that picture stories can influence students' speaking skills by improving several aspects including students' fluency, vocabulary, pronunciation, grammar, and comprehension

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## INTRODUCTION

Speaking is one of the aspects of language learning that needs to be mastered because success in language learning can be measured by how fluent they are in speaking and communicating the language. Many language learners believe that speaking is a sign of mastery of a language speaking is a process of interaction of constructing meaning that includes information production, reception, and processing (Bailey & Nunan, 2005).

When teaching speaking, the teacher should consider communicative competences as the focus of

communicative language teaching. Communicative competence as emphasis of communicative language teaching that include, discourse competence, grammatical competence, strategic competence, and sociolinguistic competence (Canale & Swain, 1980). In carrying out speaking or communicating, students face several difficulties. First, students feel afraid to speak even though they have a lot of vocabulary. Second, some students understand English grammar very well, their score high in exams, but their communication skills are still very poor. Third, students do not master pronunciation (Pollard, 2008)

From some of the problems above, it can be concluded that there are several things that cause students to not be confident in speaking, it could be caused by teachers who do not use the right techniques in learning. So that students feel less comfortable and can make it difficult for students to practice English in class effectively. Therefore, to minimize student problems, researchers are interested in trying a communicative language teaching approach using Picture Strip Story as an activity used to improve students' speaking skills.

Communicative Language Teaching is a language teaching concept that began to develop from the communicative design of language and language use, with the goal of translating this right into designs for substance, instructional systems, teacher and learner roles and behavior, and classroom activities and techniques (Richards, 2005). There are several techniques to be applied in the communicative language teaching, namely: authentic materials, scramble sentence, language games, picture strip story, and role-play. From statement above, one of techniques that use by researchers is picture strip story. Picture strip story will help students to increase their speaking skill. This technique aids students in their public speaking, Students can predict some pictures and work together as a group to solve the pictures' stories, allowing them to practice negotiating meaning, One of the students in the small group is given a picture story and this one person shows the first picture to his group members and asks them to predict what the second picture will look like (Larsen-Freeman, 2000)

Several previous studies have proven that picture strip stories can improve students' speaking skills because this learning technique focuses on communicative student activities in the learning process. Turnip et al. (2020) stated that students can improve their English skills by participating in activities that require them to use it and learn from others. As a result, pedagogy must be integrated because it can provide students with an authentic and communicative context.

Accordingly, Turnip et al. (2020) had proven that the effect of the use of picture strip story on students' speaking skills. The researchers examined the effect of the strip story using oral presentations of junior high school students. Sharing thoughts using English in a group setting can help students improve their pronunciation, expand their vocabulary, and find it easier

Another previous study was carried out by Purnama et al. (2022) affirm that the study with picture stories are one of the communicative languages teaching techniques are used so that students focus on student-centered in the teaching and learning process. It has been shown to help facilitate students' personal growth, language skills, and creative

thinking, as many studies of illustrated strip stories have been conducted globally. From the previous research, it is noted that the difference of this research that the researchers use extensive speaking to influence students' speaking skills. There are many ways to promote speaking skill or to increase speaking skill and one of them in extensive speaking through oral presentation activity.

The purposes of the research are: 1) to identify students' speaking skill at the second grade student in SMP Negeri 1 Cisoka; 2) to define the appropriate technique to influence students' speaking skill at SMP Negeri 1 Cisoka; and 3) to identify the effectiveness of picture strip story on students' speaking skill at the second grade students in SMP Negeri 1 Cisoka. Finally, from the research background above the research question is that the formulation of this research is to find out how students' speaking skills at SMP Negeri Cisoka 1.

Communicative Language Teaching or Communicative Approach is one of the approaches in teaching process. Communicative Language Teaching is a language teaching concept that began to develop from the communicative design of language and language use, with the goal of translating this right into designs for substance, instructional systems, teacher and learner roles and behavior, and classroom activities and techniques (Klee et al., 2001). Communication is an approach that aims to create communicating competence the objective of language teaching and developing procedures to teach the four language skills (Richards, 2005).

Communicative Language Teaching aims to develop and build communicative competence and develop teaching procedures for the four language skills. The teacher usually uses Communicative Language Teaching to improve student speaking skill. Communicative Language Teaching work in group and individual, many technique and that can be chosen by teacher that appropriate with situation and material.

There are many techniques used in Communicative Language Teaching, one of which is that the use of picture strip story. Paper slips known as picture strip stories are frequently employed in foreign language instruction. A picture strip story is a collection of pictures with a storyline that is meant to be read as a narrative or chronicle in order. Using this technique, students can practice negotiating meaning as they can view the image and compare it to their predictions (Larsen-Freeman, 2000). A picture strip story consists of one that has been separated up into smaller sections from beginning to end (Wright, 1990). It allows students to improve their speaking skills and analyze a topic through the use of a picture. It forces students to express their ideas and opinions through effective

communication. To accomplish this, they must repeatedly repeat each sentence.

Larsen-Freeman (2000) provided another example of applying striped picture story where he uses a picture story activity that contains a short story or anecdotal story with the same number of sentences as the number of students in the class or group after making a group one of the students is given the first picture of the story and then he distributes the picture to other students in their group, then the teacher asks students to predict how the second image will be. After that, the students begin to discuss how to predict the next image.

Learning speaking allows students to communicate with others using the English they are learning. According to Kathleen, Speaking is a process of interaction of meaning construction that includes the production of information, reception, and processing (Bailey & Nunan, 2005). Improving speaking could be very essential a part of second language learning. The capacity to communicating in a second language truly and effectively contributes to success later in lifestyles in each segment of life. Consequently, it is important for language teachers to pay incredible attention to the rich environment in which that means to communicate takes place. According to Richard, Many second-language or foreign-language learners are concerned about their ability to speak in English. As a result, learners frequently evaluate their language learning achievement in addition to the effectiveness of their English course depending on how much they believe they have to improve in their spoken language proficiency (Richards, 2008). In short, speaking is a tool for communication to convey a message, mind, our feeling to other people and for information.

According to Brown (2004), there are five categories of speaking skill area. Those five categories are follows:

a. Imitation

At the end of this type of continuum of speech performance is the ability to simply repeat (imitate) a word or possible sentence.

b. Intensive

Contextual assessment is frequently used in the production of brief spoken language designed to show proficiency within a specific range of grammatical, phrasal, lexical, or phonological relationships (along with prosodic elements into rations, stresses, rhythms, or points).

c. Responsive

Interaction and test comprehension are components of responsive assessment tasks, but to a lesser extent or

in more varied brief conversations, polite introductions and small talk, straightforward requests and remarks, and so on.

d. Interactive

Interactive speaking and Responsive speaking are distinguished by the length and complexity of the interactions, which may include multiple exchanges or multiple participants more than one.

e. Extensive

Speeches, oral presentations, and storytelling make up the extensive oral production task. During these activities, the opportunity for oral interaction with ten listeners is either entirely disallowed (possibly to nonverbal responses) or severely curtailed. (Brown, 2004).

## METHOD

The researchers chose a quasi-experimental design to implement in this study in order to determine the impact of picture strip stories on students' speaking skills (Nunan, 1992) The researchers observed two classes. The researchers used a nonrandomized control group, pre-test, and post-test design which is depicted below:

**Table 1.** Nonrandomized Control Group, Pretest-Posttest Design (Ary et al., 2018)

Group	Pre-test	Independent variable	Post-test
E	Y1	X	Y2
C	Y1	X	Y2

Notes:

E : Experiment group

C : control group

Y1 : the pre-test will be given to experimental group

Y2 : the post-test will be given to experimental group

Y1 : the pre-test will be given to control group

Y2 : the post-test will be given to control group

X : treatment at experimental group

## Population

The population is all cases, situation or individuals or individuals or share one or more characteristic (Nunan, 1992). The population of this research are entire students of second class of SMP Negeri 1 Cisoka. The total number of Second grade students was 341 students which were divided into nine classes VIII A-VIII I.

## Sample

Sample is subject of individuals or cases from within a population (Nunan, 1992). Sample can also referent with miniature population. In this research, the researchers used

sampling with probability. Most likely, 'random sampling' or 'cluster sampling' are other names for sampling. With this sampling strategy, each object in the universe has an equal chance of being included in the sample (C. R Kothari, 2004). Probability sampling includes cluster sampling. Cluster sampling is used when the unit of analysis is not an individual but rather a group of people who are naturally grouped together (Ary et al., 2018).

The researchers took two classes in order to get the data. Students are divided into two classes (VIII E and VIII G) of SMP Negeri 1 Cisoka. The class VIII-E was experiment class and VIII-G was control class. The total number of the sample in experiment class (VIII-E) consisted of 35 students and the total number of the sample in control class (VIII-G) consisted of 38 students, which class VIII-E treated by picture strip story as technique while class VIII-G without using treatment.

**The Technique of Collecting Data**

In this research, the researchers gave two tests to the students. There are two tests: pre-test and post-test. Before treatment, the teacher gave a pre-test to the students, and after the treatment, the teacher gave a post-test to the students. In the treatment, researchers used description and narration by picture in recount text material. Researchers divided students into 10 groups, 1 group include 4 of students then the students would choose one of two subtopics taken from the book (*Bahasa Inggris; when English rings a Bell*). And the researchers used the picture strip story to determine the students' speaking skills. And for collecting the data, the researchers will do the following procedure;

1. Conducting the pretest

The researchers conducted the pretest to measure students' speaking skill by retell the story.

2. Giving treatment to the experiment class

The researchers gave different treatment to the experiment class and control class. In the experiment class the researchers used picture strip story as a teaching technique but in the control class the researchers used conventional method.

3. Conducting the post-test

After doing the treatment the researchers gave a post-test to the experiment class and control class. The post-test aimed to see the effectiveness of the picture strip story, as well as to compare the results of students' skill in different classes. After the assessment of the two classes, the researchers conducted analysis and calculations.

**RESULTS AND DISCUSSION**

The researchers analyze quantitative data for this research. Tests are given to both the experiment class and the control class in order to collect the data. Pre-test and post-test are the two categories into which the test is divided. Pre-tests were given by the researcher before the treatment, and post-tests were conducted following treatment. Students take an oral test that involves storytelling that is based on the topics mentioned in the syllabus.

**Experiment Class**

The highest pre-test score in experiment class is 74, and the lowest score is 34. The pre-test mean score is then 56,6. Meanwhile, the highest post-test score is 73, and the lowest is 54. The post-test mean score is then 63,3. The data reveals that after implementing speaking using picture strip story in the experiment class, the post-test score is higher than the pre-test score. In other words, using picture strip story has a significant effect on improving students' speaking skills in the experiment class. Furthermore, the calculated mean between the pre-test and post-test in the experiment class increases by a certain amount of 7,3.

**Control Class**

The highest pre-test score in the control class is 69, and the lowest score is 40. The pre-test mean score is then 54,5. Meanwhile, the highest post-test score is 70 and the lowest is 44. The post-test mean score is then 55,5. The data showed that when speaking using picture strip story was used in the control class, the post-test score was higher than the pre-test score. In other words picture strip story has a significant effect on improving students' speaking skills in the control class. Furthermore, the calculated mean between the pre-test and post-test in the experimental class increased by a certain amount of 1.

**Analyzing the Data**

After collecting the data, the researchers used statistical data to analyse it. The analysis was carried out to find out whether the post-test scores of the experiment class and the control class differed, as well as to find out how well a picture strip story taught speaking abilities. The results of the determination were as follows;

**Table 2.** Standard Deviation

No	Score		x1	x2	x1/2	x2/2
	x1	x2	(x1-m1)	(x2-m2)		
1	57	44	-6.3	-11.5	3249	1936
2	56	44	-7.3	-11.5	3136	1936
3	60	59	-3.3	3.5	3600	3481
4	54	65	-9.3	9.5	2916	4225
5	65	59	1.7	3.5	4225	3481
6	70	69	6.7	13.5	4900	4761
7	57	65	-6.3	9.5	3249	4225

8	65	59	1.7	3.5	4225	3481
9	73	44	9.7	-11.5	5329	1936
10	70	70	6.7	14.5	4900	4900
11	69	44	5.7	-11.5	4761	1936
12	70	44	6.7	-11.5	4900	1936
13	56	55	-7.3	-0.5	3136	3025
14	54	63	-9.3	7.5	2916	3969
15	54	59	-9.3	3.5	2916	3481
16	70	44	6.7	-11.5	4900	1936
17	70	59	6.7	3.5	4900	3481
18	73	46	9.7	-9.5	5329	2116
19	70	53	6.7	-2.5	4900	2809
20	69	46	5.7	-9.5	4761	2116
21	59	59	-4.3	3.5	3481	3481
22	69	63	5.7	7.5	4761	3969
23	56	44	-7.3	-11.5	3136	1936
24	73	59	9.7	3.5	5329	3481
25	73	69	9.7	13.5	5329	4761
26	59	59	-4.3	3.5	3481	3481
27	59	59	-4.3	3.5	3481	3481
28	70	53	6.7	-2.5	4900	2809
29	59	44	-4.3	-11.5	3481	1936
30	57	65	-6.3	9.5	3249	4225
3	57	65	-6.3	9.5	3249	4225
32	65	63	1.7	7.5	4225	3969
33	56	44	-7.3	-11.5	3136	1936
34	57	44	-6.3	-11.5	3249	1936
35	65	59	1.7	3.5	4225	3481
36		44		-11.5		1936
37		65		9.5		4225
38		63		7.5		3969
2216		2112	0.5	3	141860	120404

$$t = \frac{7.8}{\sqrt{1.8465}}$$

$$= \frac{7.8}{1.35} = 5,77$$

Note:

- $t_0$  = t observation
- $M_1$  = Mean score of the experiment class
- $M_2$  = Mean score of the control class
- $\sum X_1^2$  = Sum of standard deviation score in experiment class
- $\sum X_2^2$  = Sum of standard deviation score in control class
- $N_1$  = Number of students of experiment class
- $N_2$  = Number of students of control class
- 2 = Constant number
- Df = Degree of Freedom
- Degree of freedom
- $Df = N_1 + N_2 - 2$
- $Df = 35 + 38 - 2$
- $= 71$

Based on research findings, it was found that students who were taught using picture stories experienced an increase in speaking skills than students who were taught without using picture stories because students who were taught using picture stories described pictures using their own words through some preparation before speaking. In using picture strip story at the experiment class where the students were asked to perform their speaking in front of the class.

Determining of t-test formula

$$\frac{2216}{35} = 63,3$$

$$\frac{2112}{38} = 55,5$$

$$\sum X_1^2 = 141860$$

$$\sum X_2^2 = 120404$$

$$DF = N_1 + N_2 - 2 = 35 + 38 - 2 = 71$$

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$t = \frac{63,3 - 55,5}{\sqrt{\left(\frac{141860 + 120404}{35 + 38 - 2}\right) \left(\frac{35 + 38}{35 \cdot 38}\right)}}$$

$$t = \frac{7.8}{\sqrt{\left(\frac{262264}{71}\right) \left(\frac{73}{1,330}\right)}}$$

$$t = \frac{7.8}{\sqrt{(36,93) (0,05)}}$$

Table 3. Table Result of the Data Collection

Total	Experiment class	Control class
Pretest	56,6	54,5
Posttest	63,3	55,55
T test	5,77	

The mean pretest of experiment class is higher than control class, and the mean of posttest is the same too the experiment class obtains higher score than control class 63, 3. Based on the statistical calculation the value of  $t_0$  (5, 77), and  $df$  (71) in significance 5% ( $t_{table} = 2, 38$ ) and significance 1% ( $t_{table} = 1, 66$ ). From comparing the  $t_0$  and  $t_{table}$  the result is  $t_0 > t_{table} = 5, 77 > 1, 66$  and  $t_0 > t_{table} = 5, 77 > 2, 38$ . It means that  $t_{observation}$  ( $t_0$ ) is higher than  $t_{table}$  ( $t_t$ ), so Null Hypothesis ( $H_0$ ) is rejected and Alternative Hypothesis ( $H_a$ ) is accepted. According to statement above, there are some factors that must be considered, such as the mean score of testing using picture strip story in experiment class is higher than in control class. It means that test using picture strip story is more effective. Because it brings about good interaction between

students and teacher or the other students. It means that to (t - observation) is higher than t (t - table) from both the calculation above, the researchers conclude that picture strip story has an effect on students speaking skill. Based on the research findings presented by the researchers above, there are five components to analyze the speaking process such as accent, vocabulary, fluency, comprehension, and grammar at SMP Negeri 1 Cisoka.

## CONCLUSION

Based on the findings, it can be concluded that the problem is common difficulties in speaking class, students want to speak but are not confident in their communication skills because they feel their pronunciation is bad, or some students cannot pronounce some words correctly, and students cannot use correct grammar. Students lack vocabulary, and students feel embarrassed to speak English in front of the class. Another obstacle, the method used by the teacher is not varied so that students quickly feel bored and do not care what the teacher explains. Using picture technique can avoid students' boredom as it is an experimental learning activity that stimulates students' curiosity and interest and encourages explanation and integration of concepts.

In obtaining speaking skills improvement, picture can be one of the tools to motivate students' learning activities because it will help them to understand the themes they are learning, train students' confidence in speaking skills and achieve their learning. In addition, present a picture media in the learning process also guides students to be active and creative in the learning process, students explain picture based on the ideas and develop them in presentation. In conclusion, the appropriate technique to increase students' speaking skill is through picture strip story technique because the technique gives positive effect on students' speaking skill for students can share opinion in a group and they feel more confident when speaking in front of the class, and students can solve the problem together.

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