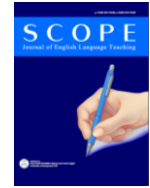




# SCOPE

## Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |  
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

## Using Telegram-Assisted Picture-Cued Storytelling to Enhance Students' Speaking Skills

Yuliati Ningrat<sup>1</sup>, Hanna Sundari<sup>2</sup>, Fazri Nur Yusuf<sup>3</sup>

<sup>1</sup> Universitas Terbuka, Tangerang Selatan, Indonesia

<sup>2</sup> Universitas Indraprasta PGRI, Jakarta, Indonesia

<sup>3</sup> Universitas Pendidikan Indonesia, Bandung, Indonesia

### KEYWORDS

Telegram;  
 Picture-cued storytelling;  
 Speaking skills.

### ABSTRACT

The ubiquity of mobile device technology and the appearance of new applications like Telegram give EFL students more options to enhance their speaking skills in their learning. This research employed explanatory sequential mixed methods to investigate the effects and students' responses toward the use of Telegram-assisted picture-cued storytelling in speaking class. The data were gained from pretest and posttest of 35 students in the experimental group and 35 students in the control group chosen purposively. The tests were analyzed by utilizing inferential statistics and t-tests. The questionnaires were on a Likert scale and the open-ended interviews were from six selected students and presented in themes. Findings show that  $H_0$  was not rejected, the most affected aspects of speaking skills were vocabulary, and the students got new beneficial experiences in learning. The experiences they gained built their self-confidence to have a better performance in speaking. To conclude, it is recommended to use the application to help students improve their speaking skills as the use of the application promotes entertainment and motivation, encouragement, creativity, and confidence to speak in English. Nevertheless, it should be paid attention that students' readiness concerning the use of technology, device compatibility, and internet connection play a crucial role.

### CORRESPONDING AUTHOR(S):

E-mail: <sup>1</sup> yuli\_armylia@yahoo.com

<sup>2</sup> hanna.sundari@gmail.com

<sup>3</sup> fazrinuryusuf@upi.edu

### INTRODUCTION

English is considered a difficult subject learned by Indonesian students because it is a foreign language for them. The students use Indonesian as their mother tongue for their daily life communication, which is very different in usage from English. Ur (2012) states that the differences between students' first language and English language usage emerge as one of the difficulties EFL students face in learning English. However, the students

have to master four skills in learning English in the classroom, namely listening, speaking, reading, and writing. They must integrate these four skills into their performance in English subjects.

Most students find that mastering the four skills is very challenging, especially speaking skills. In speaking, they have difficulty expressing their thoughts in various

interactional oral texts and monologues in English. This is because the interactive speaking process needs effective and efficient oral communication (Shumin, 2002). Effectiveness in oral communication refers to the integrated use of appropriate grammar, vocabulary, pronunciation, comprehension, and fluency in speaking.

Speaking skills tend to be a source of lack of self-confidence, specifically due to limited vocabulary, poor pronunciation, poor grammar, fear of negative responses from others, and anxiety (Fujiono & Khairuddin, 2018; Noprival, 2016). Most EFL students encounter problems when they practice their speaking in class. They feel insecure about their poor knowledge of English usage. Besides, speaking practice for the English teaching and learning process has limited lesson hours. These limitations add to students' difficulties in improving their ability and fluency in speaking English (Leong & Ahmadi, 2017).

The problems mentioned previously also happen in the school where the study was conducted. Some students argued that speaking English is difficult since it has different pronunciation, vocabulary, and grammar. Additionally, referring to the researcher's experience while interacting with the students, most of them felt fearful and lacked confidence and motivation. The consequence is that the students keep silent rather than speak when the teacher asks them to practice speaking in class. Moreover, the English teaching-learning activities are not supported by the learning facilities at school, such as a language laboratory, and there is no free internet for students. The English subject has only two lesson hours a week as well. The limited learning supports and limited learning hours for English classes hinder the language learning process, especially in teaching speaking (Burns, 2019). Therefore, despite various limitations, teachers should create interesting and inspiring ways of teaching EFL students in class.

Noprival (2016) proposes that teachers should give reinforcement and motivation to the students to speak English besides implementing various teaching methods, approaches, strategies, and techniques. Teachers' positive feedbacks build students' motivation and self-confidence. Speaking practices with various teaching methods reduce students' tension and boredom.

Brown and Abeywickrama (2018) offer one technique to enhance students' speaking skills in class, namely picture-cued storytelling. Picture-cued storytelling is appropriate to be implemented in language learning by teachers in class. This technique applies a series of pictures to catch students' attention and stimulate them to get ideas to speak. Then, they tell a story based on the available pictures. According to Broughton et al. (2003), using pictures encourages students to practice speaking.

Pictures that reflect a real-world situation can make learning more applicable to everyday life. Besides, students may be more engaged and motivated to study a language if they see pictures. In the present study, a series of pictures assisted students as clues in telling the sequence of situations provided so they could explain in detail the events they were discussing, whether in pairs or groups. Students, in pairs or groups, tell a story to have a meaningful conversation based on a series of pictures given. By applying this teaching technique, students got higher scores in speaking compared to students who did not use it (Andhini et al., 2019; Fujiono & Khairuddin, 2018; Widari, 2017).

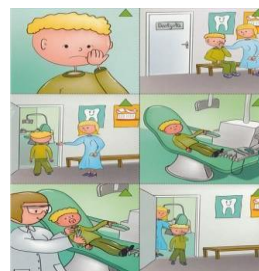
A series of pictures below are examples of pictures used in picture-cued storytelling in this study. There are four topics with different situations related to "Cause-Effect" expressions.



<https://i.pinimg.com/564x/a5/04/09/a50409c31ffe2c222769a18de3ef1292.jpg>



<https://id.pinterest.com/pin/849984129642052593/>



<https://i.pinimg.com/564x/5a/57/d6/5a57d619d3007ef250658cc4e5cb34ec.jpg>



[https://1.bp.blogspot.com/-O\\_p1ym2pisw/XTEc2ICNz0I/AAAAAAAAATKY/Ch15L-mliN4qw9xxDU\\_fAAX1rcxTanZnACLcBGAs/s1600/menjaga\\_kesehatanku.png](https://1.bp.blogspot.com/-O_p1ym2pisw/XTEc2ICNz0I/AAAAAAAAATKY/Ch15L-mliN4qw9xxDU_fAAX1rcxTanZnACLcBGAs/s1600/menjaga_kesehatanku.png)

**Figure 1.** Sample of Pictures Series for Picture-Cued Storytelling

Figure 1 shows an example of pictures used in picture-cued storytelling. This is one of the most typical activities for carefully and comprehensively eliciting oral output. Based on the example, picture-cued storytelling consists of a series of four to six images depicting sequential occurrences. Thus, this research implemented storytelling that was combined with a series of pictures that have a storyline to guide the students to tell the situation they see in advance. Students in pairs observed a series of pictures that led them to take turns in a meaningful conversation to

describe the sequence of a story. In practice, teachers should give clear instructions to the students on how to implement picture-cued storytelling to avoid students' confusion.

Apart from teaching techniques using picture and storytelling media, the widespread use of digital technology in the world inevitably has an impact on education. Education cannot be separated from the use of technology. Almost all sectors of life in the world use digital technology. Hence, to keep up with the times, language learning does not only rely on traditional teaching techniques; integrating technology into language learning becomes a necessity (Mishra & Koehler, 2006).

The existence of technological tools and new applications such as Telegram is considered to be able to facilitate students' language learning.

Telegram is an instant messaging application that lets users share and receive free text messages, photos, videos, audio, and location data to both individual and group pals in real time. There are Telegram clients available for desktop (Windows, OSX, Linux) and mobile (Android, iOS, Windows Phone, Ubuntu Touch). Utilizing Telegram, users may make phone calls, send and receive messages, and trade any kind of content (Abbasi & Behjat,

Telegram-assisted picture-cued storytelling (hence TAPCS) integrates Telegram and picture-cued storytelling techniques to facilitate students and teachers in improving students' speaking skills. Storytelling through Telegram enhances university students' speaking skills (Abbasi & Behjat, 2018) and makes the teaching and learning process at the university easier (Abimanto & Mahendro, 2021). Meanwhile, the pictures are claimed to stimulate and inspire students to get ideas for language learning along with the vocabulary they have from the pictures they see in advance (Broughton et al., 2003; Wright, 2019). As a result, TAPCS is considered to facilitate students to enhance their speaking skills.

Despite those research results, studies of TAPCS at EFL high school classrooms remain scarce. Therefore, the present study investigates the use of Telegram as assistance in employing picture-cued storytelling to enhance students' speaking skills at a high school. This research makes an effort to fill in the gap of similar research on using Telegram and applying picture-cued storytelling that could improve students' speaking skills. The focus of the study is twofold. First, it is to investigate whether the use of TAPCS implemented in XI graders' speaking classes could enhance students' speaking skills in English. Second, it is to explore the students' responses to using TAPCS in their English-speaking classroom.

2018). Telegram is not only popular as a social media tool but may also bring about a new sort of language learning. Telegram is claimed to be a learning tool for EFL teaching that emerges to assist the teacher not only in browsing the materials from the internet but also to facilitate the students in practicing their language skills.

Empirical studies have reported findings on the use of Telegram app in language learning. Abbasi and Behjat (2018) propose that Telegram is beneficial for EFL students' language learning, and storytelling via Telegram enhances students' speaking skills at university. Abimanto and Mahendro (2021) explain that Telegram makes it easier for students and teachers to do speaking classes at university. Syamimie et al. (2019) add that students responded positively to the use of Telegram in language learning. Besides, using Telegram improves students' vocabulary (Abu-Ayfah, 2020; Alakrash et al., 2020) and pronunciation (Xodabande, 2017). Telegram apps can be accessed anytime and anywhere, so it gives students flexibility to use Telegram as long as there is an internet connection and quotas. By integrating Telegram applications into students' learning activities, teachers create opportunities for students to optimize their classroom time by accomplishing meaningful and engaging tasks.

## METHOD

This study employed explanatory sequential mixed methods with an experimental non-equivalent (pretest-posttest) control design. The research begins with research questions, then theoretical foundation and hypothesis, next quantitative data collection and analysis, and then hypothesis testing. After that, the qualitative method begins. Firstly, it conducts data collection and analysis, then combines the quantitative and qualitative data analysis. The last step makes conclusions and recommendations (Sugiyono, 2020).

### *Research Subject and Site*

Two classes involved in this research were one experimental group and one control group chosen using purposive sampling. Each class consisted of 36 students with almost had same background of knowledge and level of speaking proficiency. Unfortunately, only 35 students in every group used to present in speaking classes for eight meetings consistently.

### *Research Instruments*

The study triangulated the data needed by conducting three different techniques, among them English tests, questionnaires, and interviews. Pre-test and post-test were employed for both experimental and control groups.

Questionnaires were developed based on the first research question. It applied the Likert Scale and was distributed

online to the experimental group only in Bahasa Indonesia to ensure the validity, reliability, clarity, and honesty of the students' responses. Online questionnaires allow the students to think about their responses and answer them at their convenience. Besides being automatically stored and analyzed, it is also adaptive, effective, and efficient (Muijs, 2022).

Interviews were administered in semi-structured which is directed by a collection of questions and issues to be addressed but in which neither the precise phrasing nor the order of the questions is predetermined (Merriam, 2009). It was done in the last meeting of the research with six purposefully selected students from the experimental group to gain students' reactions toward the technique implemented.

### **Data Collection Technique**

This research used three techniques to collect the data, namely English tests, questionnaires, and interviews. Pre-tests and post-tests were administered for quantitative data collection to gain information about the effect of implementing TAPCS in speaking classes and the information about to what extent the use of Telegram-assisted picture-cued storytelling can facilitate students' speaking skills. The instruments implemented in the pre-test and post-test were speaking tests. Then,

**Table 1** N-Gain Categories

Percentage (%)	Interpretation
< 40	Not Effective
40 – 55	Less Effective
56 – 75	Effective Enough
>75	Effective

(Raharjo, 2018)

The next analysis was to test the hypothesis of the research. The steps that were carried out were 1) Descriptive Analysis; 2) Paired Sample t-Test (if data is normally distributed); 3) Wilcoxon Test (if data is not normally distributed); 4) Independent Sample t-Test (if the data is normally distributed); and 5) Mann-Whitney Test (if the data is not normally distributed) (Raharjo, 2018). After that, the researcher summed up each speaking component in the pre-test and post-test, then compared the improvement in the speaking component from the pre-test and post-test which was the highest. Finally, the most significant improvement in the speaking component would be obtained.

### **2. Qualitative Data Analysis**

The procedure of qualitative data analysis was conducted as follows. First, questionnaires and interviews were

questionnaires and interviews were employed for qualitative data collection to obtain information about students' responses to the use of the TAPCS method to improve students' speaking skills.

### **Data Analysis Method**

This study employed explanatory sequential mixed methods and triangulation techniques. The techniques were used to combine existing data and data sources, as well as check the data credibility from different data collection techniques and various sources (Sugiyono, 2020).

#### **1. Quantitative Data Analysis**

A pre-test was administered to find out the initial differences in students' speaking skills. After six meetings of treatments, the post-test was conducted in both experimental and control groups. Afterward, the improvement scores were obtained by comparing the students' scores on the pre-test and post-test. Followed by using SPSS statistics to measure the differences in the effectiveness of the teaching treatments, namely N-Gain test. Based on the procedures of N-Gain test, the researcher analyzed normality, homogeneity, and independent t-tests. To decide whether the teaching treatments are effective or not, this study refers to N-Gain categories as follows.

administered to gain the data. Next, raw data obtained such as the result of questionnaires, interviews transcripts, and recordings were organized. Then, the data organized was read thoroughly for several times. After that, the researcher coded the data, generated a description and themes. In this step, the researcher used a descriptive coding technique. Finally, the step was interpretation or explanation of the themes (Creswell, 2018).

## **RESULTS AND DISCUSSION**

The result of each of the instrument's data analysis was interpreted and discussed based on the research questions of this study.

### **Using TAPCS facilitates the students to enhance their speaking skills**

The researcher conducted a descriptive statistical analysis, after administering pre and post-tests assisted by the second rater. The result is described below.

**Table 2** Descriptive Analysis

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
Pre-Test Experiment	35	52	86	70.17	8.266	
Post-Test Experiment	35	70	96	83.31	7.403	
Pre-Test Control	35	56	82	70.11	5.900	
Post-Test Control	35	62	92	75.14	7.628	
Valid N (listwise)	35					

Table 2 presents that the pre-test average of the experimental and control groups are 70.2 and 70.1. It shows that they had almost the same proficiency in speaking skills at the beginning of the research. After the treatments, the experimental group received a posttest average of 83.3 points while the control group had 75.1 points. Based on the data, the average enhancement of the experimental group was higher than the control group. It can be revealed that the treatments in this study

successfully enhanced students' speaking skills. Therefore, the research proved that using Telegram-assisted picture-cued storytelling enhanced students' speaking skills.

The study applied N-Gain test to measure the effectiveness of using TAPCS. The result can be seen in Table 3 below.

**Table 3** Group Statistics

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
N-Gain %	Experiment	35	45.5521	16.88332	2.85380
	Control	35	17.9216	16.61551	2.80853

Table 3 shows the mean of experimental group N-Gain% was 45.6%. This means that the treatments were less effective in enhancing students' speaking skills. However, the mean of control group was 17.9 or 18%. It means that the conventional teaching practice applied in control group was not effective. In other words, the treatments in experimental group were less effective, whereas

conventional teaching activities in control group were not effective. To summarize, there were different results of students' speaking skills between experimental and control groups.

The next analysis administered was Independent samples test that can be seen in the following table.

**Table 4** Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Lower	95% Confidence Interval Upper
N-Gain %	Equal variances assumed	.307	.582	6.901	68	.000	27.63042	4.00400	19.64055	35.62028
	Equal variances not assumed			6.901	3	.000	27.63042	4.00400	19.64051	35.62032

Table 4 presents that the significance value was 0.582. Based on the result of the Independent Test, it can be found the homogeneity of experimental and control groups. The

basis for decision-making in the homogeneity test is as follows.

1. If the significance value, or Sig. < 0.05, it means that the variance of two or more data population groups is not the same (heterogeneous).
2. If the significance value, or Sig. > 0.05, it means that the variances of two or more population data groups are the same (homogeneous) (Widiyanto, 2010).

Furthermore, because the significance value was 0.582 > 0.05, it means that the N-Gain (%) data variance of both groups is homogeneous.

It can be seen in Table 4 also that the significance value is 0.000. It shows that  $0.000 < 0.05$ . It means that there are significant differences in teaching effectiveness. As a result, there are significant differences in effectiveness between the experimental and control groups. It can be

**Table 5** Mann-Whitney test

Students' Learning Result	
Mann-Whitney U	267.500
Wilcoxon W	897.500
Z	-4.064
Asymp. Sig. (2-tailed)	<.001

Table 5 presents that the significance value (2-tailed) was <.001. The table indicates that  $0.001 < 0.05$ . It means that the alternative hypothesis ( $H_a$ ) of this research: *Telegram-assisted picture-cued storytelling assists the students in enhancing their speaking skills* was not rejected. Therefore, the study proved that using Telegram-assisted picture-cued storytelling effectively facilitated the students to enhance their speaking skills not only for university

**Table 6** Speaking Components Improvement Average Score of Experimental Group

No.	Component	Score		Improvement
		Pre-Test	Post-Test	
1	Pronunciation	14,34	17,09	2,74
2	Grammar	12,74	14,63	1,89
3	Vocabulary	13,83	17,77	3,94
4	Fluency	13,89	16,17	2,29
5	Comprehension	15,37	17,66	2,29

Table 6 shows that the highest enhancement was in vocabulary, with 3.94 points of improvement; then pronunciation was 2.74; both fluency and comprehension were 2.29; and grammar was 1.89. It means that the students' speaking skills in each component of speaking were successfully increased, and the highest enhancement was vocabulary. The study asserted a research that claimed that vocabulary got the highest improvement in speaking by using picture-cued storytelling (Andhini et al., 2019).

Vocabulary was the most affected might be caused by the pictures in the series given as clues to stimulate the students

summarized that TAPCS is effective in enhancing student's speaking skills.

According to the findings, the research conformed to a study conducted by Brown and Abeywickrama (2018), which found that picture-cued storytelling can be implemented to enhance students' speaking skills. Moreover, this study strengthens research done by Abbasi and Behjat (2018) who concluded that utilizing Telegram in applying storytelling techniques could enhance students' speaking skills, and a further explanation from Abimanto and Mahendro (2021) that Telegram effectively facilitates speaking classes.

To test the hypothesis, the researcher applied the Mann-Whitney test since the data was not normally distributed. The result of the measurement can be seen in the table below.

students but also for senior high school grade XI students. In other words, the alternative hypothesis ( $H_a$ ) of this study was not rejected, and the null hypothesis was rejected.

The next measurement was to find out the most affected speaking component by using TAPCS in the experimental group. The result of the measurement is presented in the following table.

to have a conversation. Followed by pronunciation because the students had many opportunities to listen to the videos shared on Telegram. They listened to their recorded voices and their friends' voices. They evaluated their pronunciation by remembering teacher's feedback conveyed both in face-to-face speaking classes and on Telegram. Besides some students tried to use Google Translator feature on how to pronounce certain words. They practiced pronouncing the words as they listened. It was assumed that the activities aroused students' awareness about their pronunciation.

The next enhancement was in fluency, comprehension, and grammar. Grammar got the lowest enhancement since this research did not focus on teaching grammar but rather on how the students could communicate and exchange information in a conversation. A conversation needs an interlocutor as a partner for a speaker to exchange the information (Louma, 2004). It takes time and energy for students, both speakers and interlocutors, to create English sentences. Some students arranged sentences in Bahasa Indonesia first, then collected the English words and rearranged the words collected into English structure. As a result, fluency, comprehension, and grammar were still barriers for students to speak. The treatments did not improve those aspects very well. The less enhancement occurred because the students' first language had a different structure from English (Ur, 2012).

Based on the findings, the research asserted studies administered by Xodabande (2017) who proposes that utilizing Telegram improves students' pronunciation, Abu Ayfah (2020) and Alakrash et al. (2020) with their conclusion that using Telegram in language learning enhances students' vocabulary. In line with the studies above, based on qualitative findings most students argued that speaking classes using TAPCS enhanced their ability to speak. The enhancements were mostly in vocabulary, pronunciation, grammar, comprehension, and fluency. It was because the treatments for speaking classes increased their motivation, self-confidence, self-awareness, enjoyment, freedom to speak, collaboration for some students, and convenient speaking class atmosphere. Thus,

based on the explanation above, although only vocabulary had enhanced the most, pronunciation, fluency, comprehension, and grammar had enhanced too. It means that Telegram-assisted picture-cued storytelling enhanced all the speaking aspects, and the highest enhancement was in vocabulary.

### *Student's response to the use of Telegram-assisted picture-cued storytelling*

Qualitative data was collected to explore students' responses to using TAPCS in their English-speaking classroom. The qualitative data were obtained from questionnaires and interviews. Questionnaires were distributed to the experimental group; there should have been 35 students, but only 34 students attended the class at that time. The questionnaire data was collected using the Google Forms application. The questionnaire data were described in narrative, whereas the interview was analyzed in thematic. The interview was conducted with six purposefully selected students to gain insight more into the use of Telegram-assisted picture-cued storytelling in speaking classes. It employed a face-to-face focus group interview in the same room (Creswell, 2018).

Along with the steps above, the data analysis was divided into four themes of responses, among others; students' responses to Telegram used in speaking class, students' enhancement in speaking skills, students' responses to Telegram and picture-cued storytelling used in speaking class, and problems students encountered during speaking class that used Telegram-assisted picture-cued storytelling.

**Table 7** Common Emerging Themes

Emerging Themes	Codes and Keywords
Technology (Smartphones and Telegram) used in Speaking Class	Trend Fun Not bored Convenient Learning medium
Enhancement of speaking skills	Vocabulary Pronunciation Grammar
Telegram and picture-cued storytelling used in speaking class	Helpful Increase self-confidence Get the plot Easy to get ideas Gives clear storyline Learn from others' mistakes Self-awareness of the mistakes
Problems students encountered	Arranging words Explaining the series of pictures Tenses Poor in grammar Poor in vocabulary
	Mobile learning Good idea Increase confidence Not afraid Ease of communication Fluency Comprehension Enhance listening skill Fun Free Relaxed Interesting Increase motivation Lost the ideas Poor in pronunciation Grouping problems Quota Telegram Application

The following table displays common themes that emerged in the responses among the six purposefully interviewed

participants. It also revealed the codes and keywords that were generated from the analysis of participants' responses.

Based on the first theme that emerges in Table 7, it is about technology used in speaking class, some students responded that using technology, specifically smartphones and Telegram in learning speaking, was a trend, fun, not boring, convenient, a mobile learning, and a good idea. It increased their confidence and made them not afraid to speak.

Furthermore, according to the data analysis of students' responses to the questionnaire, it was found that most students agreed and strongly agreed with the statements given. It means that most students responded positively to the use of TAPCS in speaking classes.

The second theme is the enhancement of students' speaking skills. The students' responses analyzed by researcher were about the enhancement of students' speaking components. The analysis carried out was to know the influence of the use of TAPCS on students' speaking skills.

The result of the questionnaires, students' speaking skills were enhanced. Telegram-assisted picture-cued storytelling helped them to find new vocabulary, which

means that their vocabulary was enhanced. It enhanced pronunciation by listening to other videos and recorded voices, understanding others' conversations, improving their understanding of the use of grammar, and enhancing their fluency in English. It was revealed that picture-cued storytelling stimulated the students to find vocabulary due to the attraction of the pictures given.

Then, the interview results strengthened the findings. It was also found that most of the interviewees responded that picture-cued storytelling shared on Telegram stimulated them to get ideas and a clear storyline. The pictured-cued storytelling on Telegram facilitated the students to increase their vocabulary. One student argued that the series of pictures shared on Telegram guided him to get the concept of the story. Consequently, the picture-cued storytelling shared on Telegram enhanced his vocabulary. Another student interviewee admitted that using Telegram-assisted picture-cued storytelling enhanced her knowledge of vocabulary as well. The following table is an excerpt from a student who stated that the treatments in the present study enhanced her vocabulary.

**Table 8** Excerpt from individual student

Excerpt from individual student	Code
Student 2	
“From me anyway, so to vocabulary, vocabulary. I'm still very minimal in terms of vocabulary... So it's fitting, Ibu often looks at it, and sends pictures, right? There's someone who at that time remembers the most... a toothache, so I don't know what toothache is, what's the English for that? you know... So there are a lot of vocabulary found.”	A lot of vocabulary found

Table 8 presents an example of an excerpt of an interviewee. She argued that at first, she had poor vocabulary but after the teacher shared a series of pictures on Telegram several times, it increased her English vocabulary since the pictures stimuli her to find new vocabulary. This finding conforms to a study conducted by Broughton et al. (2003) and Wright (1989) who explained that pictures stimuli students to speak.

The third theme of qualitative data analysis result of this study is students' responses to the use of Telegram and picture-cued storytelling in speaking classes. The results of quantitative data analysis indicated that most students were happy, freer, relaxed, interested, and motivated during the teaching process.

The present research confirmed a study conducted by Syamimie et al. (2019) who claimed that students have a positive attitude toward the implementation of Telegram in speaking classes. This study also conformed to research by Fujiono and Khaeruddin (2018) who stated that

implementing picture-cued storytelling boosts students' interest and confidence to speak in speaking classes. In general, every student has a chance to practice their speaking skills. It depends on how willing they are to practice with their friends.

The fourth theme is the problems students encountered in the study. The problems found were poor grammar and vocabulary, loss the ideas, poor pronunciation, collaboration problems, no quotas, and Telegram application. One student responded that in constructing sentences, she must get the idea in Indonesian structure first, search for English words needed, and finally arrange the words in English. Another student found that it was difficult to create sentences because the student had lack of vocabulary and was confused about choosing the verbs. The last speaking problem that appeared was in pronunciation. The problems emerged because EFL students have different language use in English as stated by Ur (2012). Particularly, Indonesian students have different

pronunciations in reading English. The sounds produced were different from what students see in writing.

On the other hand, according to some interviewees, collaboration was another problem in group work. Certain members could depend excessively on others to complete tasks. One of the most prominent issues that groups deal with is this one. Certain members fail to assist and make insufficient contributions to the group (Freeman & Greenacre, 2011). Relevant to the statement, the reasons conveyed that when the students did the tasks in a group work, some of the group members depended only on one smart student as the leader in each group. They did not give any valuable contributions to the group, they seemed just wanted to get a score, not the process. Thus, it burdened some students who were considered as smart students in the class. Some students added that it was better if the activity was conducted only in pairs, even just alone.

The last obstacle found in this study was technology obstacles. It inferred that although the school had no language laboratory and no free Wi-Fi for the students, most students had the technology tools for language learning, especially smartphones, quotas, internet connections, and Telegram application. Though some students did not always have quotas for learning in the class, they could get the hotspot from their friends. It is one of the benefits of group work where the students who had no internet connection, quota, or Telegram were not left behind since they studied in groups. At least there was one student who had Telegram for each group. It is in line with a statement that one of the benefits of group work is that students collaborate in utilizing technology to assist the teaching-learning process (Burke, 2011).

Based on the data analysis of the questionnaire from the experimental group, it was found that most students answered positively about the use of TAPCS in their speaking classes. They confirmed that their grammar, vocabulary, pronunciation, fluency, and comprehension had enhanced. They felt happy, motivated and enjoyed learning to speak. It also revealed that all students had smartphones, but not all the students had Telegram. They sometimes didn't have a quota as well.

## CONCLUSION

Research on the use of TAPCS found that students received some benefits from attending speaking classes. The benefits are that the students got new experiences in learning activities as follows; the experience of being stimulated to produce more vocabulary since the research applied a series of pictures to guide students to have a conversation; the experience of being encouraged to speak freely, to pronounce and to arrange the words better than before; and the experience to practice speaking skills and listen to their own recorded voice through Telegram

DOI: <http://dx.doi.org/10.30998/scope.v8i2.22178>

anytime and anywhere. Then, the experience of utilizing communication devices in language learning to connect them to the world digitally. Besides those benefits, the all experiences above formed the students' self-confidence to have a better conversation.

Meanwhile, the problems students encountered were still around in speaking components (vocabulary, grammar, pronunciation, fluency, and comprehension), teamwork, and technological tools.

Solutions implemented by the researcher/teacher to help students face the difficulties they experienced were by grouping, giving feedback, giving detailed corrections, and information on their improvement orally or written both in face-to-face class and on Telegram. Positive feedbacks were given to students as constructive feedback.

Using TAPCS in speaking classes aroused positive responses from the students. Consequently, students expected that the activities in speaking classes applied in this study were supposed to be implemented for the coming learning process.

As the implication of the study, it is believed that the speaking class atmosphere, students' speaking practice, interesting pictures, various videos, students' communication devices, and internet connection played a crucial role in the success of the technique intervention. The class situation and students' speaking practice in the learning activities facilitated students' confidence and ability to speak better. The interesting series of pictures and various videos showed on Telegram attracted the students to get ideas for speaking. Smartphones were the main technological tool for the teaching and learning process. Internet connection and quotas were other supports to get the study run well. It implies that all aspects mentioned were able to support the implementation of TAPCS to enhance students' speaking skills.

## ACKNOWLEDGMENT

The authors would like to thank the students who were willing to be respondents for this research. Their honest sharing of both achievements and failures allowed authors to gain insights.

## REFERENCE

- Abbasi, M., & Behjat, F. (2018). The Effect of Storytelling via Telegram on Iranian EFL Learners' Speaking Complexity. *International Journal of Education Investigations*, 5(2), 28–40. <https://doi.org/10.22158/selt.v4n4p416>
- Abimanto, D., & Mahendro, I. (2021). Penggunaan Aplikasi Telegram Untuk Kegiatan Pembelajaran Jarak Jauh Pada Mata Kuliah Bahasa Inggris Materi Speaking Pada Mahasiswa Universitas Yuliati Ningrat, Hanna Sundari, Fazri Nur Yusuf 655

- Maritim Amni Semarang. In *Prosiding Kematriman 2021* (Vol. 1, Issue 1).
- Abu-Ayfah, Z. A. (2020). Telegram App in Learning English: EFL Students' Perceptions. *English Language Teaching*, 13(1), 51–62. <https://doi.org/10.5539/elt.v13n1p51>
- Alakrash, H. M., Razak, A., Saad, E., & Info, B. A. (2020). The Effectiveness Of Employing Telegram Application In Teaching Vocabulary: A Quasai Experimental Study. *Multicultural Education*, 6(1), 2020. <https://doi.org/10.5281/zenodo.3905099>
- Andhini, A., Dahnilyah, D., & Marzuki, M. (2019). The Effect of Using Picture-cued Storytelling Technique on the Speaking Ability of the Third Year Students of SMPN 8. *Jom Fkip*, 6(1–9), 1–9.
- Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (2003). *Teaching English as a Foreign Language* (2nd ed.). Routledge Education Books.
- Burke, A. (2011). Group Work : How to Use Groups Effectively. *Journal of Effective Teaching*, 11(2), 87–95.
- Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom1. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 1–11.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, Mixed Methods Approaches* (H. Salmon (ed.); 5th ed.). Sage.
- Freeman, L., & Greenacre, L. (2011). An examination of socially destructive behaviors in group work. *Journal of Marketing Education*, 33(1), 5–17. <https://doi.org/10.1177/0273475310389150>
- Fujiono, F., & Khairuddin, K. (2018). Penggunaan Teknik Picture Cued Storytelling untuk Meningkatkan Kemampuan Speaking Siswa Kelas XI-IPA di MA Miftahul Ulum Bettet Pamekasan. *DIDAKTIKA: Jurnal Pemikiran Pendidikan*, 24(2), 150. <https://doi.org/10.30587/didaktika.v24i2.335>
- Leong, & Ahmadi. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Louma, S. (2004). *Assessing Speaking* (J. . Alderson & L. . Bachman (eds.); 5th ed.). Cambridge University Press.
- Merriam, S. B. (2009). *Qualitative Research; A Guide to Design and Implementation*. Jossey-Bass; A Willey Brand.
- Mishra, P., & Koehler, M. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *British Journal of Surgery*, 98(3), 450–457. <https://doi.org/10.1002/bjs.7342>
- Muijs, D. (2022). *Doing Quantitative Research in Education with IBM SPSS Statistics* (3rd ed.). SAGE.
- Noprival. (2016). Students' Voice: EFL Speaking Problem on English Day Program at One Senior High School in Indonesia. *Jurnal Ilmiah Universitas Batanghari Jambi*, 16(1), 77–81.
- Raharjo, S. (2018). *Analisis Data Kelas Eksperimen dan Kontrol untuk Skripsi dengan SPSS*. <https://youtu.be/FOSnEu8pux8?si=3gkLcN92WCbE2HLq>
- Shumin, K. (2002). *Methodology in Language Teaching: An Anthology of Current Practice* (J. C. Richards & W. A. Renandya (eds.); 1st ed.). Cambridge University Press.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (Mixed Method)* (Sutopo (ed.); 2nd ed.). Alfabeta, CV.
- Ur, P. (2012). *A Course in English Language Teaching*. In *A Course in English Language Teaching*. Cambridge University Press. <https://doi.org/10.1017/9781009024518>
- Widari, N. K. P. (2017). *Assessing Speaking Ability Through Picture-cued Storytelling of the Ninth Grade Students of SMP Nasional Denpasar in Academic Year 2016/2017*. Mahasaraswati Denpasar University.
- Widiyanto, J. (2010). *SPSS for Windows untuk Analisis Data Statistik dan Penelitian*. BP-FKIP UMS.
- Wright, A. (1989). *Pictures for Language Learning* (p. 218). Cambridge University Press.
- Wright, A. (2019). *Resource Books for Teachers; Storytelling with Children*. Oxford.
- Xodabande, I. (2017). The Effectiveness of Social Media Network Telegram in Teaching English Language Pronunciation to Iranian EFL Learners. *Cogent Education*, 4(1), 1–14. <https://doi.org/10.1080/2331186X.2017.1347081>