The Efficacy of Picture Series from Popular Indonesian Fairy Tales in Improving Year 11 Students' English-Speaking Skills

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Abstract

This study aimed to determine whether the picture series from popular Indonesian fairy tales improved Year 11 students' English-speaking proficiency. A pre-experimental study involving one group pre-test and post-test, this research was carried out at SMAN 1 Tinambung, a public senior high school in the Polewali Mandar Regency, West Sulawesi Province, Indonesia, in the 2021-2022 academic year. The sample of this research was Year 11 students who were recruited using a cluster random sampling technique. The respondents were chosen from a class consisting of 30 students. Employing quantitative methods, the researchers used a speaking test as a research instrument. The data collection technique was a speaking test administered to the students as a pre-test and a post-test. The students' speaking ability scores from the pre-test to the post-test showed a significant difference. It was found that (t = -9.635, p = 0.0005) was 0.000 < 0.05. The students' speaking improvement scores from the pre-test to the post-test showed a significant difference. The results showed that the mean value of the pre-test was 42.53 with a standard deviation of 13.14, while the average value of the post-test was 57.33 with a standard deviation of 8.55. The findings mean there is an increase in the English-speaking skills of SMAN 1 Tinambung students thanks to the use of picture series from popular Indonesian fairy tales. This finding shows that applying picture series from popular Indonesian fairy tales effectively improved the students' English speaking skills.

Keywords: *English, speaking skills, picture series, Indonesian fairy tales, Indonesian high school students*

1. Introduction

English is useful for communicating with people who speak other languages worldwide. The English Language has taken out the language obstructions between various nations. In any case, it should be a standard language that could be used to convey among various countries as a global language; English has been utilized worldwide for worldwide communication.

In Indonesia, one of the fundamental requests' students require in setting themselves up to confront the worldwide time is expertise to involve English as a correspondence language in writing and speaking (Aswati, 2019). Speaking is crucial while learning a foreign language. It is utilized to communicate and interpret thoughts and feeling into the language in spoken structure (Tahir, 2015).

Even so, many Indonesian students are still determining when they are relied upon to convey in English, especially in talking class, and their English instructors need to give more motivation and include frameworks to make them sure students. At the same time, dauntlessness is fundamental for students learning obscure lingo.

The issues referenced above are likewise found at SMAN 1 Tinambung. In light of the perceptions on 29 June 2021 in the instructing learning process, the students had to write, read, listen, and speak. Nevertheless, they remained

silent when the teacher urged them to speak. They also refused to practice or participate in speaking exercises in front of the class when the teacher asked them to. Only a few students participated enthusiastically in the English lesson.

On the contrary, most teachers only teach the materials and then give assessments to the students, while the students are less interested if the teacher only teaches the materials. Teachers need to be more active in finding how students can be interested in learning English. Even speaking, listening, writing, and reading are less applicable to the English teacher of SMA 1 Tinambung. Listening usually, students get only when the teacher explains, writing only when students are given assignments, and reading only when the students are ordered to read the questions. Especially in speaking, it is scarce that students are commanded to speak by the teacher because they feel less talking conveniently talkable.

Many fascinating tactics may be used but require much effort and high analytical skills (Wulandari, 2012). On the other hand, Miarso (2017) said that pictures serve various purposes in media, including defining abstract concepts, representing objects that are hard to locate, too big, or hard to use, giving the same experience, and inspiring students to learn.

When teaching English, there are challenges that children must overcome to feel secure speaking—whether for simple conversation, expressing emotions, or sharing experiences. It is crucial to employ strategies and media to pique children's interest and encourage them to speak English. Using proper teaching aids is one approach to getting children's attention focused on learning; therefore, teaching English to children and adolescents involves a planned strategy so that they are inspired to love learning by developing things that make them aesthetically engaged. When teaching speaking, pictures can be used for introductions, telling names, ages, hobbies, experiences, storytelling, and other purposes.

Children will be more evolved to engage in conversation and be able to communicate about experiences, stories, and fairy tales if they have the bravery to play themselves with pictures to talk.

Trisdiyanti's (2021) research recommended using picture series as alternate media in the English classroom, particularly for teaching recount texts. In the present study, the writers used visuals to help learners talk more clearly. On the other hand, Khoiruddin's (2014) study offers advice to all teachers of senior high schools. Students can use a picture series to convey a story and improve their speaking skills. The simple answer is that the picture series is an effective way to practice telling verbal stories.

In addition, Shalihah (2015) also said that employing series picture strategies in teaching is familiar, but they can effectively educate children. Because there are many benefits, using a series of photos in the classroom helps students improve their writing abilities. Notably, the objective of teaching the learning process may be simpler to attain.

Based on the explanation above, we intended to research using picture series taken from popular Indonesian fairy tales in teaching English, focusing on improving students' speaking skills. Because of what happened at SMAN 1 Tinambung, where the students still needed to improve their speaking, this research was expected to improve their English skills. This research can help English teachers at SMAN 1 Tinambung in teaching speaking to students, especially those in Year 11.

Based on the previous background, we formulated the following two research questions:
a. Can picture series from popular Indonesian fairy tales improve Year 11 students' skills in speaking English?
b. To what extent are the Year 11 students interested in learning to speak through picture series from popular Indonesian fairy tales?

2. Literature Review

2. 1. Definition of speaking

Smith and Bowers (2012) state that speaking is discussing or talking with someone.

We usually talk and listen to complete tasks, explore concepts, solve problems, or be with each other. By writing events or moments on paper through writing, we may make notes Jones (1996, pp. 12).

Producing, receiving, and digesting information are all interactive components of spoken language's meaning-making process Burns and Joyce (1997).

Speaking requires that students not only be able to generate certain language features, such as grammar, pronunciation, or vocabulary, but also comprehend when, why, and how to utilize them Mutia (2020).

According to the definitions above, speaking refers to conveying thoughts, feelings, or opinions to others through words or vocalizations to inform, persuade, or entertain. The teaching and learning process can help people gain the talent of speaking.

2. 2. Speaking skills

Learning English can be difficult for many students, especially speaking. Smith and Bowers (2012) Speaking refers to a person's capacity to engage in regular conversation using language. Then Ur (2004) states that speaking seems to be the most important of the four skills, which is why people who speak a language well are termed those language's native speakers.

Burns and Joyce (1997) state that the act of information is produced, received, and processed during speaking as part of an interactive process for creating meaning. On the other side, Nunan and David (1992) assert that mastering the skills to communicate, the most crucial element of learning a second or foreign language, is to speak it fluently and that one's skills to converse in the target language determines success. Additionally, speaking well takes more than understanding the grammatical and semantic rules. Further, language learners must be familiar with how native speakers interact with one another in an organized setting. In other words, the learner needs to speak the target language appropriately and fluently.

2. 3. Picture series

Picture sequences in their books are referred to by some experts as picture series. Instead of referring to picture sequences in this chapter's expert statements or discussing the theoretical underpinnings of pictures, we use the term "picture series." One method to explain an actual scenario is using an image. One form of media that might make the pupils appreciate their school lessons is the picture.

According to Muna (2016, pp. 45), a picture series is a collection of pictures depicting the total by logically gathering the most significant events—a picture collection aimed at fostering students' imagination. There are benefits and drawbacks to using picture series in teaching the English language, particularly in speaking. Nizzu (2016, pp.34- 35) defined the advantages and disadvantages of teaching as follows:

a. Advantages of using picture series:

1) In a picture series, the pictures can depict places, objects, people, and the like, and the picture series can aid students in understanding how something occurs in succession.
2) Picture series can teach students about organization and vocabulary.
3) Picture series can visualize the knowledge the teacher has presented; if the information is shown in a picture, students may readily understand it and see what they have heard. The students will retain the knowledge more strongly.

b.   Disadvantages of Using Picture Series:
A picture series is only sometimes the ideal way to explain a word's meaning, especially for abstract nouns like the term.

3. Research Methodology

This research used a pre-experimental method with pre-test and post-test designs. The comparison between the pre-test and post-test scores depended on the result of the treatment. We conducted this study with the Year 11 students of SMAN 1 Tinambung from June until July 2022. The population of this research is the Year 11 students of SMAN 1 Tinambung. The population is 348 students divided into two programs (social and science). This research applies random sampling with the Year 11 science program students at SMAN 1 Tinambung. In this research, we only took one class to represent the entire population. Therefore, the total number of samples is 30 students. This research used two instruments: a speaking test and a questionnaire.

a. Speaking tests determine the students' speaking skills at the pre-test and post-test. The writer assessed students' speaking achievement based on the three components of speaking pronunciation, intonation, accuracy, fluency, and comprehensibility. In this case, the writer used stimulus questions to stimulate the students to express themselves, whereas the instrument consisted of six stimulus questions. The writers used the instrument in the pre-test and post-test in both the experimental and control groups.

b. The questionnaire determined the student's interest in the pictures series in the learning process. The questionnaire used by the writer is based on the Likert scale. The options for the statement used were "strongly agree," "agree," "undecided," "disagree," and "strongly disagree." In this case, the questionnaire consisted of 20 statements, where ten positive statements and ten negative statements.

We used three steps to collect data: pre-test, treatment, and post-test. A pre-test is given to the students before giving the treatment. It aims to know the students in speaking before treatment. We did this step by asking questions to students individually then students answered orally. For the treatment, we gave the students a picture series from popular Indonesian fairy tales and asked them to describe what it depicts as another approach to using pictures in a speaking exercise. Students can form groups for this task. Following group discussion, a representative from each group introduces the image to the class. The learners' creativity, imagination, and public speaking abilities are all encouraged by this practice. Post-test is given to students after doing the treatment. We did this step by asking questions to students individually then students answered orally.

The data collected from the students were analyzed by using the following procedures:

a.   **Student Speaking Assessment**

Table 1. Students Speaking Assessment

No.	Rated aspect	Criteria		Score 1-5	Score 1-4
1	Pronunciation (pengucapan)	Almost perfect		5	4
		There are some errors, but non interfere with meaning		4	3
		There are some errors and interfere with the meaning		3	2
		Lots of errors and annoying meaning	Almost everything is	2	1

		Too many mistakes interfere with meaning.	wrong and interferes with meaning.	1	
2	Intonation (intonasi)	There are some errors, but non-interfere with meaning		4	3
		There are some errors, but they interfere with meaning		3	2
		Lots of errors and annoying meaning	Almost everything is wrong and interferes with meaning.	2	1
		Too many mistakes interfere with meaning		1	
3	Fluency	Very smooth		5	4
		Fluent		4	3
		Fluent enough		3	2
		Not that smooth	Very not fluent	2	1
		Not smooth		1	
4	Accuracy	Very precise		5	4
		Appropriate		4	3
		Exactly enough		3	2
		Less precise	Very imprecise	2	1
		incorrect		1	
5	Comprehension	Very precise		5	4
		Appropriate		4	3
		Exactly enough		3	2
		Less precise	Almost never	2	1
		incorrect		1	

b. Questionnaire

Scoring the students' interest was classified by using Likert Scale as shown in the following table:

Table 2. Likert Scale

Positive statement score	Category	Negative statement score
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5

The data gained from the students were analyzed into percentages with the following formula:

P   = Fq/N x 100%

Where:
P = Percentage from Questionnaire
Fq = Number of Frequency
N = Total sample

4. Findings

4. 1. Students' Frequency and Percentage Score of Pre-test and Post-test

We collected data through pre-test and post-test. A pre-test was given before and after the post-test to see how the treatment was treated. The sample of this study was thirty (30) Year 11 (11.4) students of SMAN 1 Tinambung.

Table 3. Students Score

Variable	Condition	Hypothetic			
		Min	Max	Mean	SD
Speaking	Pre-test	20	40	42,533	13,140
	Post-test	76	76	57,333	8,555

We categorized the data as medium and low for the observed variables based on the mean value of the research variables. The students' speaking skills categories before and after the intervention can be seen in the table below.

Table 4. Categorization of Students' Speaking Skills

Variable	Condition	Interval	Category	Frequency	Percentage
Speaking	Pre-test	85-100	High	0	0,000%
		65-84	Moderate	2	6,667%
		55-64	Modest	3	10,000%
		35-54	Low	18	60,000%
		0-34	Very Low	7	23,333%
	Post-test	85-100	High	0	0,000%
		65-84	Moderate	4	13,333%
		55-64	Modest	19	63,333%
		35-54	Low	7	23,333%
		0-34	Very Low	0	0,000%

Table 4 above shows that the students' speaking scores increased before and after the intervention. Before the intervention was given, there were seven students (23.333%) who had a speaking score in the "very low" category, eighteen students (60,000%) scored in the "low" category, three students (10,000%) scored in the "modest" category, two students (6.667%) scored in the "moderate" category, and no (0%) student scored in the "high" category. After being given the intervention, however, there were no students (0%) who had a speaking score in the "very low" category,

seven students (23.333%) scored in the "low" category, and nineteen students (63.333%) were in the "low" category. Four students (0%) scored in the high category.

Therefore, based on the results of the descriptive analysis, it can be concluded that the Year 11 students of SMAN 1 Tinambung Polman, West Sulawesi, before being given intervention, tended to have speaking scores in the low category, and after being given the intervention increased to the modest category.

Table 5. Hypothesis Test Results

Variable	Kondisi	Mean	SD	t	Sig.	*d*	Keterangan
Speaking	Pre-test	42,533	13,140	-9,635	0,000	-1,759	Significant

Variable	Kondisi	Mean	SD	t	Sig.	*d*	Keterangan
	Posttest	57,333	8,555				

Table 5 above shows that the average score of students speaking before the intervention was smaller (M = 42,533; SD = 13,140) when compared to after the intervention (M = 57,333; SD = 8,555). So it can be said that there is a significant difference in students' speaking scores before and after the use of pictures of the popular Indonesian fairy tale series (t = -9.635, p < 0.001), with an effect size (d) of -1.759, which means that the intervention using pictures of the popular fairy tale series Indonesia is in the category of highly effective. Therefore, the results of hypothesis testing show significant results, which means that the hypothesis proposed in this study is accepted, namely that the use of pictures of popular Indonesian fairy tales is effective in improving the speaking skills of Year 11 students of SMAN 1 Tinambung Polman, Sulawesi-Barat.

4.2. Students' interest in learning to speak through the use of picture series from popular Indonesian fairy tales

Based on the questionnaire data analysis, it was found that as many as 21 students, or 70% of students, agreed that using pictures series popular Indonesia fairy tales could improve students' speaking skills. As many as six students (20%) found it challenging to determine whether the use of pictures could or not improve students' speaking skills. Two students (6,66%) disagreed, and one student (3,33%) strongly disagreed that using pictures can improve students' speaking skills. Thus, based on the questionnaire results, students' speaking skills can be enhanced using picture series of well-known Indonesian fairy tales.

From the findings above, we conclude that picture series and popular Indonesian fairy tales can improve students' speaking skills. This result can be proven by increasing student scores after the intervention. The average score of students' speaking before the intervention was smaller (M = 42,533; SD = 13,140) when compared to after the intervention (M = 57,333;

SD = 8,555). In addition, the use of pictures from the popular series of Indonesian fairy tales has been proven to make students interested; this can be verified by the results of the questionnaire as 21 students, or 70% of students, agreed that the use of pictures of the Indonesian popular fairy tale series could make students interested in learning so that speaking skills can be improved students' speaking skills. As many as six students, or 20% of students, found it challenging to determine whether the use of pictures could or not improve students' speaking skills. As many as two students, or 6,66%, disagreed, and one strongly disagreed, or 3,33%.

5. Discussions

5. 1. Increase factor that occurs based on the results of the pre-test and post-test.

The discussion presents the interpretation of the research results. The learning process in this study consisted of four meetings. The four meetings included giving pre-test and post-test to students for treatment. In this research, we found out whether picture series and popular Indonesian fairy tales can influence students' capacity to talk. The results also showed differences in students' speaking skills after the students were treated. We gave a pre-test to the students. The type of picture used in the test is picture series of popular Indonesian fairy tales. The pre-test results showed that 0 students got "very good" scores, five got "good" marks, twenty-one got "moderate" scores, and four students got "poor" scores. Students find it difficult to answer questions because they find it too difficult to express ideas or what they want to say in English because of a lack of vocabulary mastery, so students themselves find it difficult to answer questions.

Furthermore, we divided several groups of students so that students were more interested in learning English. Students are divided into several groups in the class. After that, we gave

material about picture series of popular Indonesian fairy tales, and then the task was the form of picture series of Indonesian fairy tales. According to (Muna, 2016, pp. 45), a picture series is a collection of pictures depicting the total by logically gathering the most significant events. A picture collection aimed towards fostering students' imagination. According to our analysis, the increase occurred because of three things from the treatment that we had done, namely:

1) The picture I use is a popular story in Indonesia, so students are interested in learning. It can be a training tool for students at home and school to learn and get new vocabulary.
2) Students find it easier to express existing ideas because of the series of pictures shown, so that students find it easier to express their opinions.
3) Pay close attention to the correct pronunciation, intonation, and how to be fluent in speaking.

These results are relevant to previous research conducted by Khoiruddin (2014). It is a fantastic idea to convey stories with a succession of pictures. Students' English-speaking abilities have significantly improved while using a series of narrative visuals as learning materials. Learners are engaged in the teaching and learning process and are trained to dare speak publicly and discuss with their group mates. This result also confirms that Miarso (2017) states that making difficult-to-find objects visible, representing difficult-to-use objects, conveying the same experiences, and motivating students to study are just a few functions of pictures as media. So, Pictures are a perfect medium for the teaching and learning process. At the beginning of the meeting held in class, some students could not speak in front of their classmates due to a lack of vocabulary mastery, so some students could not. However, with the application of pictures from popular Indonesian fairy tale series, students become accustomed to socializing and exchanging ideas with their group friends. Students also get and learn much new vocabulary. Students

feel more comfortable studying in groups than studying individually.

5. 2. Students' interest in learning to speak through the picture series of popular Indonesian fairy tales.

Some students were interested, and implementing popular Indonesian fairy tales in picture books might help them become fluent communicators. Using popular Indonesian fairy tale series images can improve students' English speaking skills. Some students also agree that using pictures from popular Indonesian fairy tale series allows students to express their ideas.

Ur (2004) discusses how enthusiastic speaking is a sign of effective speaking learners who are engaged in the subject and have something fresh to add to contribute and succeed in the task at hand. Using popular Indonesian fairy tale series images also increases interest in learning to increase students' vocabulary and improve students' English grammar skills and pronunciation of English words. Wright (1990) says Pictures as media can inspire students, make the subjects they are studying more understandable, and provide a basic idea.

6. Conclusions

Based on the findings and discussion presented, we argue for the development of student's skills in the use of picture series Indonesian popular fairy tales and the level of student interest in the use of picture series Indonesian popular Indonesian fairy tales in improving students' speaking skills in English; then the writer concludes that:

a. Based on the data analysis and discussion results, it can be concluded that improving students' speaking skills using picture media of popular Indonesian fairy tale series in learning speaking for class XII-4 SMAN 1 Tinambung, Polman, Sulawesi Barat. The results of this study indicate that the picture media of popular Indonesian fairy tale series can improve students' speaking skills if used in teaching speaking

for class XII-4 students of SMA Tinambung, Polman, Sulawesi Barat. Students also understand the importance of giving lesson plans, understanding learning materials, and providing specific information, intonation, and correct pronunciation. In the learning process, student understanding can be proven by student scores in the evaluation session. The evaluation score proves that using pictures from popular Indonesian fairy tale series helps students be more active and train students' thinking skills in class. This result is indicated by the mean score of the students on the pre-test was 42.53 with a standard deviation of 13.14and the post-test was 57.33 with a standard deviation of 8.55, meaning that using picture series of popular Indonesian fairy tales improves speaking students.

b. Based on the results of the questionnaire, some students (21 students) agreed, six students were doubtful, two disagreed, and one strongly disagreed that the use of picture series popular Indonesian fairy tales can improve students' speaking skills, allow students to express their ideas, increase students' enthusiasm for learning, increase self-confidence students, the learning atmosphere becomes relaxed and not tense, increases students' vocabulary, improves students' English grammar skills, and improves student pronunciation. The use of pictures from popular Indonesian fairy tale series can increase students' interest in learning to speak in English learner.

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