

EFL STUDENTS' PERCEPTIONS ON USING PICTURE STRIP STORY IN THE TEACHING SPEAKING SKILLS

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Abstract

Using a method in the teaching-learning process that is by the condition of students to maximize the purpose of English learning. In the Indonesian context, limited time to learn speaking skills for EFL students is still one of the issues found in the classroom. The method that can be used to maximize the process of teaching and learning is picture strip story. This research aimed to find out the EFL students' perception of using picture strip stories in learning speaking skills. The participants of this research consisted of twelve students. The writer collected data by using focus group discussions with a semi-structured interview. The researcher used data display, condensation, drawing, and verification in data analysis. The result of this research was positive perceptions from EFL students toward using picture strip stories in learning speaking skills, such as improving students' confidence to speak with others, developing the students' proficiency in language competence, improving students' motivation, and adding the egggar the students to learn speaking skills.

Keywords: EFL Students, Picture Strip Story, Speaking skill

Introduction

English is a worldwide language that people speak from all over the world. In Indonesia, English is a foreign language taught at all levels of education, from elementary school to university. Students must be able to use the four skills of speaking, listening, reading, and writing to communicate in English as a foreign language. One of the essential capacities in learning a language is uploading it, or the ability to speak it. Speaking is a type of oral communication in which people express their feelings, thoughts, and ideas and pass on information to others (Ilham et al., 2020). Primarily, the success of learning English is determined by an English learner's ability to communicate effectively (Dincer, 2017). Knowing how to speak a language entails not just understanding its vocabulary and grammar but also how to use it in conversation.

As part of the education reform process, the Indonesian government is pressuring schools and universities to emphasize the importance of English speaking for Indonesian students. The government has stated that more useful activities should be introduced into language classrooms, and the teacher should use English as a medium in class to help students become familiar with the language. However, they only learn English in the classroom (Saputra, 2020). To avoid this condition in speaking class, a teacher should devise a creative strategy to persuade students to participate in English class discourse as a facilitator in the teaching and learning process. Furthermore, English teachers should provide a classroom setting in which students can speak in real-

life situations, realistic activities and relevant tasks that stimulate the use of spoken language (Sukroini et al., 2021). For the success of English learning, the teacher must give the students more opportunities to overcome their difficulties. It means the students need to be more practical in the situation. By speaking, people will be able to communicate with others. In mastering speaking skills, the students must study the speaking components such as pronunciation, grammar, and vocabulary.

However, in Indonesia, the English language classes were highly focused on the grammatical component of the language. Students are frequently urged to practice language skills and read from textbooks. In addition, the government has currently made a policy to reduce the time to learn English in the classroom to one weekly meeting. So it is a matter of students and teachers how to use teaching and learning time more effectively. As a result, learners have demonstrated limited proficiency in speaking despite having strong vocabulary, grammar, and reading skills. Students' communicative skills have become a concern because many students, even after ten years of English language study, do not demonstrate satisfactory communication proficiency. According to Kashinathan & Abdul Aziz, (2021), a second and foreign language is a complicated, multifaceted phenomenon that has come to imply different things to different people.

Therefore, improving students' speaking abilities almost always necessitates using media or instructional strategies. In this case, the picture strip story is one of many techniques that can be used to help students develop and improve their speaking skills. This technique encourages students to speak spontaneously, which allows them to improve their speaking skills. It can also motivate students to become more involved and creative. Turnip et al. (2020) define a picture strip story as a strategy for acting out specific ways of interacting with others in hypothetical situations. It is an essential strategy for teaching speaking because it allows students to practice and communicate in various social situations and roles.

Furthermore, students' perception after employing a strategy employed in teaching English, particularly in a speaking class, is critical. It may assist the teacher in determining whether or not the students are engaged in the teaching and learning process to increase their abilities, and it may help the English teacher in teaching more effectively. Perception is crucial in the learning process, according to Supriyadi, (2018), since it determines one's behaviour, attitudes, and motivation to learn. In other words, students' perceptions of learning activities will impact their motivation to participate in the teaching and learning process. Students' perceptions are also required to prove that this technique is appropriate for teaching speaking. Knowing how students feel about using the picture strip story technique to learn how to speak offers them a voice in front of the teachers. Teaching and learning speaking via the picture strip story technique are worthwhile if the students' positive perceptions are positive. As a result, the picture strip story technique can be used in a speaking class.

Literature Review

Picture strip story is a media that is used to attract students' interest and facilitate learning. A picture strip story is a technique using a series of pictures that contains story sequences (Turnip et al., 2020). The researcher believes that picture strip stories will undoubtedly be able to increase students' interest in speaking class. Kosdian, (2017) stated that a picture strip story is essential to make students retell or interpret something because they were able to describe places, objects, people, etc. Therefore, the researcher

believes pictures can help students remember the words in the story that make students can babble.

According to Doski (2021), many teaching-learning activities can be done with picture strip stories, one of which is giving a strip story to a small group. A student in the group will then show the first picture of the story to the other members of her group and ask them to predict what the second picture will look like. This activity is an example of using a comic strip to conduct a problem-solving task as a communicative technique. They can be designed so that students can share information or collaborate to find a solution. This gives students practice negotiating meaning. In short, a picture strip story is a series of pictures with a story sequence intended to be read as a narrative or chronicle. Teachers can use picture strip stories as visual aids to help students improve their speaking skills. This tool helps make it easier for students to talk about something.

In addition, Putra and Supatmi (2022) use a picture strip story activity with short stories or anecdotes with the same number of sentences as the number of students in the class or group. If the same level is used with several courses, the penalties may be typed on a computer, printed, photocopied, and then cut into strips. Each student or group receives one strip at random. Each student must memorize their strip's sentence. After that, the student gathered the strips. The students move around, only speaking the target language, and ask each other questions until they have recreated the entire original story. It is recommended that the teacher remain silent during the reconstruction activity.

According to the definitions above, a picture strip story is an attempt to teach something in the form of gossip with sequential sentences or pictures that effectively prepare students to speak. According to Purba et al. (2019), the procedure for a picture strip story entails breaking down a story sentence by sentence and writing each sentence on a separate strip of paper. These sentences are then distributed at random to each student. The student's task is then to orally communicate the contents of their ribbons to the rest of the class and orally reassemble the story by arranging the sentences in a logical sequence.

Research Method

This research was descriptive qualitative research. According to Creswell & David Creswell (2018), qualitative research describes and analyses phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts. The research objective was to determine the EFL students' perception of using picture strip stories to learn speaking skills. The participants of this research consisted of twelve students from the tenth grade of SMK Islam Raudatul Husna, West Nusa Tenggara. The instrument of this research used focus group discussion. According to Malhotra et al. 2017, a focus group discussion is a conversation with a group of participants led by a researcher as a moderator in a semi-structured interview and natural manner.

Meanwhile, in data collection, the researcher used a semi-structured interview. According to J. Tracy, (2013), a semi-structured interview is a data collection method that involves asking participants open-ended questions and following them up with probe questions to explore their responses and topic interest further. In the data analysis process, the researcher used three steps to conduct the data analysis process, such as data condensation, data display, drawing, and verifying the conclusion.

Results and Discussion

Through the results of data analysis, the researcher obtained answers from the participants based on the research questions in the study. The research question was, "what are the EFL students' perceptions on using picture strip stories in their speaking

skills? The researcher identified several points regarding students' perceptions of using picture strip stories. These results were obtained from the focus group discussion using semi-structured interviews.

1. Improving students' confidence to speak with others

Students are allowed to express their thoughts and ideas through the picture strip story because they discuss the picture strip story in their group before presenting it in front of their friends. The importance of the picture strip story is that it stimulates and encourages students to speak. In this regard, it is argued that picture strip stories are a good strategy for encouraging students to speak and allowing them to improve their presentation skills. Students are allowed to be more creative in their use of language in this context (Delatu et al., 2020). According to the study's findings, picture strip stories can help students improve their oral communication skills. Students were able to build their activity with the help of a picture strip story.

Furthermore, picture strip stories encourage students to speak, reducing their anxiety levels. Because they are required to speak and present in front of the class, picture strip stories are an effective technique for increasing students' confidence. This finding is supported by Novianda's (2017) study, which stated that a picture strip story is a technique in which students are required to act out a specific role through saying and sharing. It was discovered that implementing picture strip story activities can provide a stress-free learning environment in which students enjoy using the language. The findings show that picture strip story activities help to boost self-confidence.

2. Increasing Students' proficiency in Language Competence

A picture strip story is an excellent way to encourage students to speak. Students are allowed to be more creative in their use of language in this context. Good learning involves motivating students to look for vocabulary and meanings appropriate for the story. Wahyuni supported this finding (2020), who defined vocabulary learning strategies as students' actions to help themselves understand and remember vocabulary items. Students who are assisted in their learning by using a picture strip story show significant improvement in their speaking skills. The teacher functions as a facilitator and controller of the learning activities conveyed by students in the classroom. Teachers assist them when they encounter difficulties, such as finding the right word or expression to say something. As a result, the students can be creative to make improvements based on their knowledge or experiences. This type of learning makes students feel important in their participation. Nvel, (2022) discovered that when students participate in presenting picture strip story technique, they improve fluency in language and oral interaction skills, as well as the use of body language during face-to-face communication. These techniques are essential for students learning a foreign language who may not often speak English in their environment because those students are eager to use the language and improve their fluency and communication with the chance to participate in picture strip stories (Neupana, 2019).

3. Students' Motivations

Students' motivation to learn was increased by using a picture strip story. It resulted in a more student-focused environment. Because students actively participate in presentations and discussions, picture strip stories are approved as communicative language learning (Qureshi, 2017). In common teaching and learning methods, students become the centre of learning rather than the teacher. Students are gradually guided into the independent learning phase. The picture strip story technique motivates students to participate in the learning process. Althun (2015) conducted a case study on the implementation of picture strip story activities to investigate the benefits of such

activities in developing language, motivation, and promoting foreign language learners' speaking skills. Picture strip story is a communicative language teaching technique in which students participate actively in the process. Students are perceived as active learners, becoming the centre of learning and gradually developing independent learning. According to Amalia, (2022), a picture strip story can encourage students to participate actively in learning English because it is one of the classroom teaching techniques. As a result, foreign language learners practice the target language in situations similar to real-life situations, where stress and symmetry are removed.

4. Making the students eager to learn in the classroom

The students contributed significantly to the teaching-learning process. All students who participated in the picture strip story activity stated that it made them more active. According to Lestari and Sholicah (2022), the picture strip story is one method to help students achieve their speaking English objectives; it is dynamic and fun to use in the classroom, and it makes the teaching-learning process more enjoyable. In conclusion, a picture strip story is a teaching method that engages and activates students during the teaching-learning process in the classroom, as evidenced by data.

Conclusion

In conclusion, a picture strip story is one of the communicative language teaching techniques used for students to focus on the students-centre in the process of teaching and learning. Using picture strip stories in the classroom has given students a positive atmosphere during teaching and learning. Based on the data analysis in this research, the researcher revealed that there were some positive perceptions on using picture strip stories to the students, such as improving students' confidence to speak English with others, and improving students' ability in language competence, improving students' motivation, and adding the students' eagerness to learn English.

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