

THE USE OF SEQUENCE PICTURES IN STORYTELLING FOR STUDENTS' SPEAKING PROFICIENCY DEVELOPMENT

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Abstract: The goal of this research was to see if sequence pictures used as media in teaching speaking through storytelling could significantly help students to develop their speaking ability. This research was using an experimental research design in a quantitative method. The control class was taught through drilling method and experimental class which was instructed through sequence pictures. The study involved the first grade senior high school students at SMA Negeri 5 Semarang. The collected data computed by using SPSS 25. This finding said that using sequence pictures in teaching speaking could improve significantly in the experimental class students' speaking ability. The students' speaking ability in both classes control and experimental was different significantly as indicated by the test scores. The control class average pre-test was 69,5 and experimental class was 85 in other hand, the control class average post-test was 74,5 and experimental class was 91,7.

Keywords: *Sequence Pictures, Speaking Sub-skills, Speaking*

INTRODUCTION

In this globalization globe, English is very important and could not be neglected or denied because English is the largest common language used internationally (Syarif and Sunubi 2019). People's daily activity in communication as we called language is useful to speak, to write and to deliver information (Ekaningsih 2017). The objectives of the study are describing in detail of English speaking learning international school

plan, the process of English speaking in international classroom and the outcomes of English speaking international students' capability. This study was done at the pilot project of International school in Semarang Regency, SMP N 1 Ungaran Semarang Regency. This school's curriculum targeted students competence both in oral and written to resolve daily communicative problems. It is relevant to Cahyono and Widiati (2011: 121). Learning English needs frequency patience and practice to reach the fluence or master the language. In getting that, students

must get their seriousness in learning it. In fact, this is also their problem from learning English (Nishanthi 2018) the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. To learn English requires constant practice and patience. The kind of feeling that succeeds among students is that it is not possible to achieve fluency or mastery over the English language. This kind of tendency prevents students from learning English. Most of the students study English from the examination point of view, so they are not able to produce even a single sentence without the grammatical error. Furthermore, sufficient practice is not given to students to learn a language. Knowledge of English is necessary if one wants to come up in life. It is the major window of the modern world. This is all the more true where the advanced countries have opened their doors for recruiting technically qualified persons. Only those who have a command over the English language are given a job. Rajathurai Nishanthi \»The Importance of Learning English in Today World\» Published in International Journal of Trend in Scientific Research and Development (ijtsrd). Spoken language is a major phenomenon. We do more speaking writing, which is why language has to be delivered in the first place through speech. Spoken language is important for any language learning (Kalsum and Maghdalena 2019).

Speaking is one of the literacy competences which can be improved if the teacher's technique in teaching is effective. Teaching is not only using a media but also creative method or technique is beneficial (Ekaningsih 2019). One of the technique showed here is storytelling with a media of sequence

pictures. Sequence pictures are expected to help students to develop their imagination. When the students understand the pictures that shown in the sequence pictures, the pictures will be more interesting they when the students are looking at the given pictures (Harahap 2018).

Storytelling is a system in where the students are invited to retell the contents of the story in different sentence constructs involving certain interactions between the storyteller and also the listener (Zuhriyah 2017). Storytelling is the sharing of stories from personal or traditional stories, which are told using the essence of the tradition from which it came. As a shared experience between the teller and the listener (Khaerana and Nurdin 2018).

It can be concluded that sequence pictures are process to describe the pictures shown to to the students, it needs efforts to get the points by imagining situation of the pictures and in order to improve speaking skill ability. Storytelling also creates a creativity in speaking and confidence that is made by the storyteller to the listener. If the teacher adopts this, it might be a good method to develop speaking performance of the students.

The fact is that Indonesian learners have a difficulty to develop the students' speaking ability because they usually prefer the native language in their daily life rather than using English (Wahyuni and Naim 2019). There are many reasons that influence students having difficulty in speaking. Some of them are associated with limited encounters of students with spoken English and opportunity to practice speaking orally. In Indonesia, many people still feel unconfident in speaking English

because of their ability in speaking and knowledge of the language. There are two aspects that need to be noticed before speak. Those are grammatical and pronunciation. These two things scare most people who do not speak English to speak. By using sequence pictures method in teaching speaking develops students' speaking ability and also their confidence. Using sequence pictures also bring new things in teaching, It may attract students with an interesting pictures.

Looking at the fact that the students of 10th grade in SMA Negeri 5 Semarang have not spoken English fluently. The English teacher of this school informed that 80% of the students are afraid to speak. The students also told that they are too shy to speak English in a classroom although the teacher motivates them. There are some reasons why they have less ability in English speaking. The problem caused by the lack of practice which causes a lack of vocabularies and pronunciation right, and less practice methods in speaking English, because it is not found in the environment.

From the background of the study, the researcher investigates the use of sequence pictures in story telling to improve students' speaking skill at SMA Negeri 5 Semarang. Then, the researcher also delivers the objective of the study is to find out whether or not using sequence pictures in story telling effective to improve students' speaking skill at SMA Negeri 5 Semarang.

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The researcher found one similarity and little differences with future research that discusses about sequence pictures in speaking ability. The first previous study was brought by (Novianda 2017) entitled "Teaching Speaking By Using Picture Strip Stories" this study was held in 2017 by using CLT (Communicative Language Teaching) that assist the understudies to increase their abilities in speaking. This research came out by using a true test research plan through quantitative methods. It involved 30 students each class of grade VIII.1 and VIII.2 in MTsN Model Gandapura that came as the subjects of the study. The average score of the pretest of experimental group was 60 while control group was 52. The final result of experimental group got 80 and control group was 66 as the average. It can be said and concluded that this method improved students speaking ability and sequence pictures made better improvements.

The second previous study was researched by (Handayani 2014) with the title of "Retelling Story Through Picture Series to Improve Students' Speaking Skill". The study was done to solve the students' problem in speaking. By using sequence pictures, the students are expected to gain better ability. The study used CAR (Classroom Action Research) as the design of the study and took 2 meetings to get it done. Students of grade XI senior high school at SMK Al-Wutsqo Kota Serang in academic year 2017/2018 were the subjects of the study. The students were

given fieldnote and questionnaires instruments to be done as the observation data collection. 22 students in each class were involved in the study. The average score of experimental class was gained from 54 to 71. From the score showed, the researcher said that the method successfully built students' confidence and increase students' motivation in learning speaking ability.

The last previous study was brought by (Karsono 2014) by the title of "Using Pictures in Improving The Speaking Ability of The Grade Eight-A Students of SMP Negeri 1 Anggana". This study involved eight-A students in SMPA Negeri 1 Anggana. The purpose of this study was to understand the speaking ability after using sequence pictures as the media. The study used CAR (Classroom Action Research). The result of the study showed that the media had successfully improved students' skill in speaking. Around 6% to 84% numbers of the students had classified into a good and very good score in pretest result while the number of students which were classified as good and very good had improved to 100% in test 2. In addition about 94% to 16% in cycle 1 had preliminary study 74 and 80 in the second cycle. It can be concluded that sequence pictures as the media in teaching speaking made significantly improve the students ability in speaking.

From those previous studies presented above, the researcher makes a conclusion that sequence pictures successfully improve students speaking ability not only in senior high school but also junior high school. The first previous study was using CLT (Communicative Language Teaching) in Junior High School, the second previous study was using

CAR (Classroom Action Research) and involving Vocational Senior High School as the population, and the last previous study was using CAR (Classroom Action Research) and involving Junior High School as the population. While the researcher was using CLT (Communicative Language Teaching) as the design of the research and involving Senior High School students of SMA Negeri 5 Semarang as the population of the study.

FINDINGS AND DISCUSSION

This study was held in 10th grade senior high school students in SMA Negeri 5 Semarang. The school located at Jl. Pemuda 143 Semarang. It has been operated since August 1964 and in November 2009 accredited as A. SMA Negeri 5 Semarang has 36 classes with 1296 students and 73 teachers. The school provides arts, health, and sports extracurriculars to support students' interest and talent. The facilities are also quite complete with 9 laboratories, 21 toilets that separated men and women, counseling room, teacher room, and internet connection library.

The tenth grader students of SMA Negeri 5 Semarang became as the subjects of the study. The study was done by involving two classes of control and experimental classes. X MIPA 2 was the experimental class and the control class was X MIPA 3. There were 22 students in experimental and 20 students in control class. In this research, the researcher scores the sub-scoring of speaking including fluency, pronunciation, content, and vocabulary accuracy. The important part in experimental study was instrument. To make the information collected, the researcher used a test as the instrument. The assessment was spoken. The students were instructed

to describe the situation of sequence pictures that was shown. The test was organized to measure the quality, skill, ability, or knowledge of a sample. The researcher tested the try out class to measure the validity and reliability by giving the instrument. The result was checked by using statistical computation with SPSS 25 to check the validity and rated by the raters to check the reliability. This test was done on 6th of September 2021. The validity of this study was made by using 2 reliability raters. The first was using statistical, and the second is rated by the advisor of the final project as the interrater expert judgement. After getting approval from the raters, the researcher started the research and found out that the students' speaking ability was significantly better. Therefore, it could be said that the data obtained was valid.

In this study, instrument took an important part in experimental study. The writer used a test as the instrument to make the information collected. Test is organized to measure the quality, skill, ability, or knowledge of a sample (Adom, Mensah, and Dake 2020). The test was spoken. The students were ordered to describe the sequence pictures shown that described different situations. So that, each student had their own different spoken vocabularies. The students need to do the test within a half to 1 minute for each student.

The students of both control and experimental classes were given a pre-test to measure their ability to describe chosen title. This was a spoken test for both classes, students had the same chosen title each class and needed to be done within 1 minute for each student. This test was held after the treatment. For both experimental and control class were given

the same chosen title. Based on this test, the raters get the difference of students' result between the experimental who had given a treatment and control class who had taught by conventional method. By looking at the result after the result, the raters could find out whether sequence pictures create good result and effective for students or not. This spoken post-test was also given 1 minute for doing the test.

In this study, the important part in experimental study was instrument. To make the information collected, the researcher used a test as the instrument. The assessment was spoken. The students were instructed to describe the situation of sequence pictures that was shown. The test was organized to measure the quality, skill, ability, or knowledge of a sample (Adom, Mensah, and Dake 2020). The researcher needed to investigate students' speaking ability by doing the test. After the data said valid and reliable, the researcher continued by giving the experimental and control class a pre-test. There were three meetings in experimental class, they are pre-test, the treatment, and post-test. While the control class only got pre-test and post-test without having the treatment. The pre-test of both classes was done on 9th of September 2021, the instrument for experimental class was held on 13th of September 2021, and the last post-test for both classes were held on 20th of September 2021.

Validity is determined by the significant and suitable interpretation of the data gotten from the instrument measured as a result of the analysis (SÜRÜCÜ and MASLAKÇI 2020). In order to measure the validity, the writer uses valid content. It means that the data will be stated as valid, if the

data reported is as the same as the data obtained by the researcher. The validity of the related statistical computation with two mutually exclusive statistical computation relationships that affect the covariate component of causal inference (Hastjarjo 2016). In this research, the researcher is using statistical computation validity with SPSS 25 to check the validity of the test. While the reliability is the capacity to rate the instrument's result of the test (SÜRÜCÜ and MASLAKÇI 2020). Reliability is directly related to the measure of validity. It means that the instrument can be said to be reliable if the result is consistent in over time. In this research, the researcher was using 2 reliability raters, the first was using statistical, and the second was rated by the advisor of the final project proposal as the interrater expert judgement.

The writer did the try out class the test to measure the validity and reliability by giving the instrument. The result was checked by using statistical computation with SPSS 25 to check the validity, and rated by the raters to check the reliability. The test was done at 6th of September 2021 at 08.00. After the instrument was said valid and reliable, the researcher continued giving the instrument to the experimental and control classes to be tested and processed. The process to collect the data took 2 weeks in September. The process included pre-test, giving the instrument, and post-test. The researcher gave the pre-test and post-test for both Control and Experimental classes, and instrument for only experimental class. The researcher gave the pre-test, the treatment, and post-test for the Experiment Class. The pre-test was given on the first meeting at 9th of September 2021 at 08.00. To make the result

optimal, the researcher gave the same pre-test for both Experiment and Control classes. The treatment was given on the second meeting 13th September 2021 at 08.00. The researcher gave the explanation and treatment on how to do the instrument. The post-test was given on the last meeting 20th September 2021 at 08.50 to get the final result of the test after pre-test and giving the instrument. The researcher delivered the pre-test, and post-test for the Control Class. The pre-test was given on the first meeting on 9th September 2021 at 10.00. To make the result optimal, the researcher also gave the same pre-test for both control and experimental classes. The post-test was given on the last meeting 13th September 2021 at 10.00 to get the final result of the test after pre-test as it has mentioned above.

The treatment on experimental class was held for 50 minutes. The treatment was about how to do the instrument correctly. The researcher gave the steps on how to do it. The first 10 minutes was introducing what sequence pictures are, telling the details difference of each picture. The second 10 minutes was understanding the verbs on each picture and asking the students to write down the verbs on the notebook. The next 20 minutes was asking the students to try making the sentences by involving the verbs with ideas they have. The last 10 meeting was practicing to tell the story from few students to see their understanding. While the control class did not get the same treatment as experiment class. It only got pre-test and post-test with the instructions which were written on the instrument. The students only needed to follow the instructions to do the instrument.

After all the data was collected, the researcher analysed the data. In this research, the data was analyzed by using statistical computation to reveal the significant different between two classes. Experimental and control class were compared by using T-test. There were some requirements before using the T-test that must completed based on the normality and homogeneity standard. While the homogeneity comes after the data is normal. The writer used homogeneity test to find out whether or not the experimental and control classes have the same contrast. To equalize the result of the research, the information was collected from diverse class in one of the population. After it was prepared, the writer identified the effectiveness significance of the treatments using T-test.

In identifying the standard of the data normality, the writer was using simple test in SPSS version 25. The criteria of hypothesis are, if the score of sig $>0,05$, it can be said that H_0 is acceptable and the H_1 is unacceptable. The other way, if the score of sig $<0,05$, it can be said that the H_0 is unacceptable and the H_1 is acceptable.

This study was purposed to find out if the treatment in sequence pictures to teach speaking for the foreign language learner is significantly better than using the treatment. The result of the study. The result of this investigating is anticipated to be a reference to develop the understanding of language issues about speaking foreign language by using Sequence Pictures.

The researcher used statistical computation reliability with SPSS 25 to check the reliability of the test. The computation was made on 9th of September

2021 at 08.00. The result of the score was computed the validity. The reliability result is shown below:

Table 1. The Reliability Result

Class	Pearson Correlation	Sig	N
Try Out Class	1,000	,01	21

The researcher compared the data of control and experimental classes by following table:

Table 2. Descriptive Analysis

Group		N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Control	22	69.55	4.543	.850
	Experimental	20	85.07	3.301	.934

The table 2 showed that there were 2 classes; the control and experimental classes. The control class consisted of 22 students while the experimental class consisted of 20 students. The pre-test mean of control class was 69.55 with standard deviation 4.543 while the pre-test mean of experimental class was 85.07 with standard deviation 3.301. The researcher used Kolmogorov-Smirnov to determine the standard normality of both classes by following table:

Table 3. The Standard Normality

		Control Pretest	Experimental Pretest
N		22	20
Normal Parameters ^{a,b}	Mean	.0000000	.0000000
	Std. Deviation	3.1427	4.4233
Most Extreme Differences	Absolute	.134	.200
	Positive	.134	.200
	Negative	-.118	-.111
Kolmogorov-Smirnov		.134	.200

Asymp. Sig. (2-tailed)	.200	.036
a. Test distribution is Normal. b. Calculated from data.		

The table above showed that the data was normal because the Sig (2-tailed) in experimental

class is .036 while control class is .200. It showed that the data distribution both in experimental and control classes were normal because they are higher than 0.05. The curves of the data showed below.

Table 4. Independent Sample T-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 of the Difference	
							Lower	Upper
1.899	.176	-13,581	19	.000	-17,030	1,254	-13,581	-14,405

The result of independent sample t-test shows that the Sig. (2-tailed) was 0.000, 0.05 for the experimental class was 91.73 and control class was 74.70. It says that the students' condition after the treatment got different means score. This means H0 was rejected, while H1 was accepted. It can be said that there were significant different mean scores of the students taught by applying sequence pictures and conventional techniques.

Table 5. The Homogeneity of pre-test

Levene Statistic	df1	df2	Sig.
.044	1	42	.835

The table above showed that the data was showing homogeneity pre-test from both control and experimental classes. The result shows The Levene's Statistic at 0,44 and the sig at 0,835.

Table 6. The Homogeneity of post-test

Levene Statistic	df1	df2	Sig.
1.899	1	42	.176

The Levene's Statistic Test for Equality of Variances shows homogeneity F=1.899. Because the significance of Homogeneity is 0.176 and it is higher than 0.05, therefore the data was equal or homogenous.

Table 7. Comparison results

		N	Mean	Std. Deviation
Statistic	Statistic	Std. Error	Statistic	
Control	22	74.70	1.039	
Experimental	20	91.73	1.045	4.646 4.675
Valid N (listwise)	20			

The result of independent sample t-test shows that the Sig. (2-tailed) was 0.000, 0.05 for the experimental class was 91.73 and control class was 74.70. It says that the students' condition after the treatment got different means score. This means H₀ was rejected, while H₁ was accepted. It can be said that there were significant different mean scores of the students taught by applying sequence pictures and conventional techniques.

After using sequence pictures as the media, the writer would try to reveal students' results according to the tests result based on the tables. This research was held with the grade 10 students of SMA Negeri 5 Semarang. The students were taken as the sample as this research around 20 from each class. On the try-out class, the students were confused about what to do. They were actively asking how to make the sentences, building the story and the sequence of the pictures that were shown on the meeting.

On the pre-test of control and experimental classes, the students were quite better and making no chaos in the teaching and learning process. They knew what to do only by reading the instructions that provided on the screen they saw. After the pre-test of the Experimental and Control Classes had, the writer continued to the next meeting for Experimental Class only on treatment. In the learning and teaching process, the students showed their excitement and interest seeing the sequence pictures that the writer showed. Although they were quite shy and not sure with their ability, but the writer had a big optimism by seeing the students' curiosity in the meeting.

On both Experimental and Control Classes post-test, the students gave the progress result

comparing to the previous test. The Control Class showed better result compared to the pre-test, while The Experimental Class showed significantly better than the pre-test and even the post-test of Control Class had.

The researcher tries to discover whether the data set had normal distribution, and the difference in getting results among pre-test and post-test for both Control and Experimental Classes by using SPSS 25 was significant. From the data showed on Table 1. The score was computed using SPSS 25 to check the reliability result from the try-out test. The result showed that the t-test sig of try-out class is 0,1 with N=21 at the level of significance 5% ($\alpha = 0.05$) was <0,5. The students were excited learning by using sequence pictures as the media of the study. From the result shown, the writer could conclude that the instrument is accepted to be used. The result of this data had been supported by the research of (Novianda 2017) in which the use of picture strip stories could improve the students' speaking score. From the data showed in the descriptive analysis on Table 2. above, the descriptive analysis pre-test of experimental and control classes shown the result of Std. Error Mean of control class is 0,850 and the experimental class is 0,934 while the Mean of control class is 69,55 and experimental class is 85,07. It could be seen that the result of both classes is different. The experimental class gains more than the control class's result. Hence, this is the proof that the experimental class had high motivation to learn speaking with sequence pictures. Students with high motivation to learn with sequence pictures had more confidence to speak too. This result is in line with (Handayani 2014) research result in 2014 that the method of

teaching with picture series for story retelling could increase students' motivation and confidence to retell the story.

On the Table 3. the result of Normality pre-test one-sample Kolmogorov-Smirnov test. The result tells The Kolmogorov-Smirnov Z Asymp Sig. (2-tailed) in control class is 0,20 and the experimental class is 0,36. It means that the data distribution of both Experimental and Control Classes were normal because they are higher than 0,05.

Table 4. showed the T-test result of the post-test for equality of means. The mean difference was 17,030 with confidence interval of the difference lower 13,581 and upper 14,405. The sig (2-tailed) of the table showed 0,000.

On the Table 5. showed that the data was showing homogeneity pre-test from both control and experimental classes. The result shows The Levene's Statistic at 0,44 and the sig at 0,835. While on the Table 6. Showed the data homogeneity of the post-test from both control and experimental classes. The result of the table shows that The Levene's Statistic on the post test was 1,899 and the sig at 0,176 at the level significance 5% ($\alpha = 0.05$) was $<0,5$. So the data was equal or homogenous.

Based on the last Table 7. above, the result shows the post-test and the comparison of post-test result in Experimental and Control Classes. The result shows that the Sig is 0,000, 0,05 for the experimental class mean score was 91,73 and control class mean score was 74,70. It can be said that the students of experimental class have the different improvements after having the treatment. It can be said that H_0 is rejected, while H_1 is accepted and the significant

different mean scores of the students who taught by applying sequence pictures than conventional drilling techniques.

The researcher discussed about the result of this research finding by seeing both scores the pre-test and pre-test and investigating the different problems in learning speaking by the students. The first problem came with students' difficulties in learning speaking by using written sentences included in the book. The students could only speak and memorize what has written on the book that limited students' ideas and vocabularies. The next problem came with the media that the teacher has been using. The students needed more interesting media to get more focus and enjoy learning speaking. By using sequence pictures, students got more excitement and enjoyment to learn. The students created an interesting story and more vocabularies that had written on each picture.

After the researcher found that the sequence pictures could create individually the students' vocabulary to make their own stories, this results was supported by the previous research from (Karsono 2014) that using strip pictures made significantly improve speaking ability of the students because they can master many vocabularies from the picture strips. The pedagogical implication of this study, the teacher can use this technique in the classroom while teaching speaking. By applying the technique of sequence pictures in the classroom, the teacher can eliminate energy to motivate students in giving them materials of learning to speak English.

CONCLUSION

According to the previous chapter that sequence pictures could improve students' speaking ability through storytelling. In order to prove this assumption, the researcher did this study. As explained above, it can be concluded that H1 (alternative hypothesis) is accepted and H0 (null hypothesis) is rejected, the significant difference is there among students who are instructed using sequence pictures through storytelling and the students that are not instructed using sequence pictures in storytelling. It was concluded that the data was significantly different between both classes. The result showed that the value was 0.36. It can be said that there is significance difference among students that are instructed using sequence pictures through storytelling and those who are not taught using sequence pictures in storytelling.

Sequence pictures are considered effectively improved students speaking ability in term of teaching speaking since it is possibly provided to do the test easily. Students also get enthusiastic and interest to learn speaking more by using this method. The students are expected to be more confidence to speak more in order to share their ideas, critics, or discussion in English. Considering that there are some types of speaking brought by (Brown et al. 2001) are mentioned as extensive, imitative, interactive, responsive, and intensive.

Extensive means that the interaction happens in formal text or situation where the speaker is the center attention of the listener. It can be in speeches, oral representations, or storytelling, Imitative means the ability is simply imitated of a word, phrase or

even sentence. It happens to children that try to speak their first word. They imitate the words that come from parents or people around. The words spoken are sometimes unclear, Interactive means that the sentences come with longer. The only difference between intensive and responsive is the length and the complexity of the interaction that occurs. It is usually more interpersonal than transactional. It is meant speaking for maintaining relationships, Responsive which means similar with intensive, but it includes limited level comprehension tests in short conversations and interaction. It usually comes in a small talks, standard greetings, simple request and comments, while Intensive means a production of short and direct response of simple question. The answer comes with a limit amount of sentences. It can only be one or two paragraphs.

From those explanation above, it also can be inferred that speaking has many types and steps of each classification that started by speaking a single word up to speaking in front of audiences in formal or non formal situation that students can consider.

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