



Effects of Teaching English Using Storytelling with Picture Series on Speaking Ability of 6th Graders

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Abstract

Speaking English is very important for communicating with others around the world. Speaking allows people to share with others and express their thoughts and feelings to exchange information and students need to improve their speaking abilities for future needs in their careers or daily lives. This study is for teaching English using storytelling with picture series. It's research objectives are 1) to study the efficiency of teaching English using picture-based storytelling on the speaking ability of grade 6 students, and 2) to study the satisfaction of teaching English by using pictures. Storytelling using pictures on the speaking ability of grade 6 students. The samples consisted of 36 sixth-grade students at Anuban Nakhon Ratchasima Primary School, under the Center of Educational Networks of Nakhon Ratchasima Primary Educational Service Area Office 1, Nakhon Ratchasima Province. The selected sample was cluster random sampling for the experimental group. The instrument used in the research procedure was the lesson plan, and the instrument used for data collection were 1) the English-speaking ability test and 2) the questionnaire as the tools for students' satisfaction. The results of this study showed that after learning English using storytelling with picture series, the students' English speaking ability post-test mean score was significantly higher than the pre-test. The students had positive satisfaction with learning English using storytelling with picture series.

Keywords: storytelling with picture series; English speaking ability

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Introduction

Background and Statement of the Problems

Speaking English is very important for communicating with others around the world. Nowadays, people over the globe use the English language, especially students who need to improve their speaking abilities for future needs in their careers or daily life.

Ruengwatthakee & Koptelov (2019) noted that almost Thai pre-service English teachers rarely used English when teaching, and most of them could not pronounce English words correctly, resulting in their students repeating or imitating the vocabulary incorrectly as well which led to severe problems with literacy or languages proficiency.

The study by Xiaofei and Modehiran (2019) also stated that vocabulary teaching using picture storytelling was an effective tool for helping students recognize vocabulary meanings.

Reference to Pornthanachotanan, M.P., & Singhapreecha, P. (2020) noted that many Thai students concentrated on sentence structures for accuracy, like past, present, and future tenses. They tried to memorize conversations rather than communication because they did not know proper vocabulary or grammar, and they thought of Thai words before translating to speak English. They had difficulty spelling meanings and word collaboration, were too shy about Thai accents, and had lost confidence in speaking English.

Yuh & Kaewurai (2021) analyzed that Thai students faced linguistic issues, such as the inability to use correct grammatical structures in sentence construction, a lacked vocabulary, and the failure to understand and use language in different situations.

The main research questions of this study were:

1. To study the efficiency of teaching English using picture-based storytelling on the speaking ability of grade 6 students.
2. To study the satisfaction of teaching English by using pictures. Storytelling using pictures on the speaking ability of grade 6 students.



Research Objectives

Based on the problem statement, the objectives of the research were as follows;

1. To investigate the effects of teaching English using storytelling with picture series on the speaking ability of 6th graders.
2. To study the students' satisfaction towards learning English through storytelling with picture series.

Significance of the Research

Due to its potential benefits, storytelling with picture series could improve students' knowledge of grammar, vocabulary, and pronunciation, increase their fluency, and help them memorize vocabulary words quickly. The storytelling with picture series brought language learning alive and created a participatory and immersive experience that allowed students to enjoy and learn simultaneously, enhanced imagination to help visualize spoken words, and more refined communication skills for young second language learners. Hence, through successful learning from storytelling with picture series, students could retell the story in their own words, which helped them gain confidence in their speaking abilities. The students learn to organize and describe events, enhancing listening and speaking comprehension.

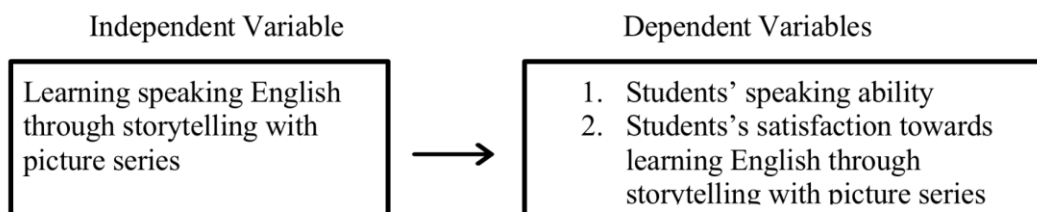
Scope of the Research

The scope of the study was to use storytelling with picture series to improve students' speaking ability, focusing on increasing their fluency and confidence. The researcher referenced the four components of speaking skills; grammar, fluency, vocabulary, and pronunciation, which helped educate students about approaches and techniques in the lesson plan.



Conceptual Framework

The researcher investigated the effects of teaching English using storytelling with picture series, studied the students' satisfaction with learning English through storytelling with picture series, and used a one-sample group pre-test design for the study. The conceptual framework was a diagram as below:



The researcher expected to see the students' improvement in speaking ability through storytelling with picture series from the different between the pre-test and post-test mean scores after they finished the experiment.

Research Hypothesis

The researcher anticipated that teaching English using storytelling with picture series improved students' speaking ability and the ability to retell the story in their own words after the experiment. Therefore, the hypothesis in this study was the mean score of the English speaking ability post-test of the 6th graders who have learned by using storytelling with picture series was significantly higher than the English speaking ability pre-test.

Literature Review

Storytelling with Picture Series

Reference the well-known research of Brown (2003, p. 151) quoted about the meanings of a picture series: "Pictures may be elementary, designed to elicit a word or a phrase; somewhat or composed of a series that tells a story or incident." Philips, L.G., & Nguyen, T.T.P. (2022) stated that many storytellers and researchers advocated that storytelling could contribute significantly to early literacy development and noted that storytelling was a social experience as an oral narrative, incorporating linguistic features



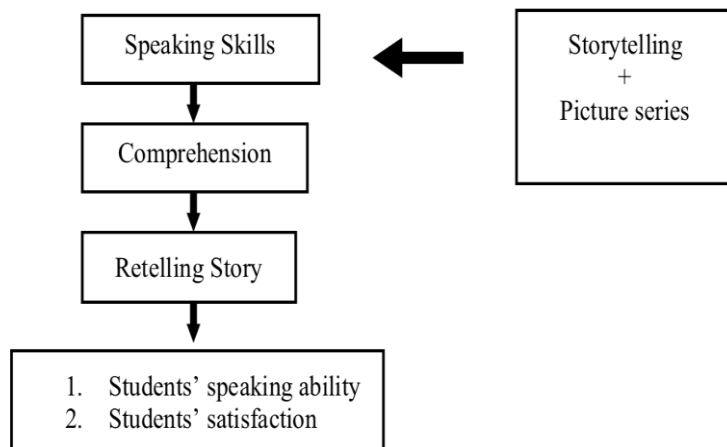
that display sophistication beyond the level of conversation. Anriani (2020) mentioned in the journal that retelling stories through picture series helped students significantly improve their vocabulary and pronunciation. Congruent with Zakraoui, Saleh, Al-Maadeed, Alja El-Seoud, & Samir (2020) studied visualizing children's stories with generated images sequenced by converting the story text into a stream of consistent pictures of the same story or event and claimed that all characters mentioned in the story text appearing in any image sequences frame had counted as correct. The visualization worked well for simple sentences with a single verb, one subject, and one (optional) object. Aprilia & Andreani (2020) used picture series to improve students' ability to speak narrative text and concluded a picture series was one of the solutions to the students' problems in speaking that illustrated a person, place, or thing and using picture series as media combined with storytelling successfully improved the students' speaking skills in narrative text. Refer to Rahayu & Pratunggal (2022) stated that storytelling was the ability to speak and express ideas through short preparation with support by using language, grammar, expression, property, and body language and could encourage the students to learn and increase their motivation by giving a short story that may never happen or stories that made fantastic impressed them.

Storytelling with Picture Series and Speaking Ability

The 5 R's for oral storytelling written in the article on the British Council by Heathfield (2011) were rhythm, rhyme, repetition, reasoning, and response, which cooperated well with the chosen stories for the lesson plan in this study. The researcher also adapted some strategies from Rostam (2019), which used accuracy and fluency applied through picture series on picture 1 as below.

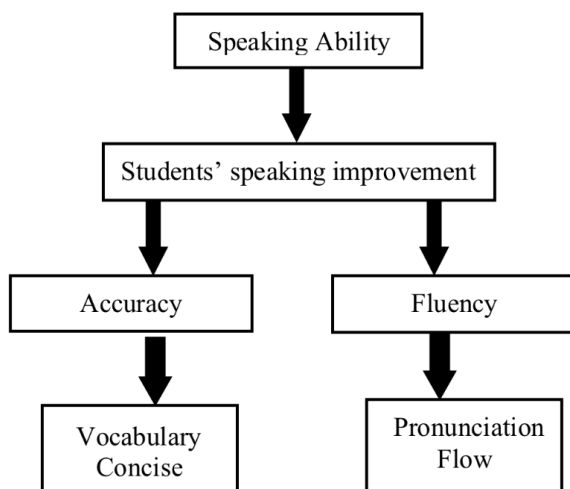


Picture 1. Speaking strategy.



Teaching Method of Speaking Skills

For improving students' speaking ability, see the speaking ability design on picture 2 as below. Picture 2. Speaking ability design.





The classroom activities used for the experiment were on picture 3 as below:

Beginning-activity	<ul style="list-style-type: none">➤ Activate student's' background knowledge by quickly reviewing the content from previous class.➤ Introduce new materials, sheets of vocabulary, and contents of the day.
During-activity	<ul style="list-style-type: none">➤ Teach about story elements, new vocabulary, words, sentences, and how to retell a story.➤ Have some activities and exercises to practice new learning.➤ Practice speaking after listening to the native voice speaker on the video.
Post-activity	<ul style="list-style-type: none">➤ Review all the new learning to students.➤ Ask students for any questions or concerns about today's learning.➤ Have some homework to practice for today's learning.

Provided feedback to students after practicing their speaking as shown on picture 4 below:

Feedback to students

- Help correct vocabulary, words, and sentences for students retell their stories easier.
- Suggest organizing the preparation of their retelling of stories.
- Assist students in pronouncing the proper accent.
- Support students to adjust their body language properly.
- Ensure students retell the stories within the required time.

Methodology

Population and Samples

The researcher conducted the study at Anuban Nakhon Ratchasima, Nakhon Ratchasima Province, a public primary school that follows the guidelines of the Basic



Education Core Curriculum (B.E. 2551, A.D. 2008) from the Ministry of Education. The samples of this study were 36 students, and they were selected by random cluster sampling from one of the three classrooms of the Intensive English Course (IEC) program for 6th graders in the second semester of the academic year 2022.

Experimental Design

O1	X	O2
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- O1 Representing measurement of students' speaking before the treatment.
- X Representing the treatment of teaching English using storytelling with picture series.
- O2 Representing the measurement of students' speaking ability after the treatment and students' satisfaction towards learning speaking English through storytelling with picture series.

Instruments

The instrument used in the research procedure for this experiment was one lesson plan using storytelling with picture series for eight periods of teaching, and the contents were about the animal from the Smile textbook for grade 6. The instruments used for data collection were the Englishspeaking ability test and students' satisfaction with learning English through storytelling with picture series.

Instrument used in the research procedure

Lesson Plan focused on fluency, vocabulary, and pronunciation activities. There were three parts of activities, beginning, during, and after activities, included in the lesson plan for each teaching period and a total of 8 periods for the experiment. The researcher selected three short storytelling on the videos of YouTube platform and provided subtitles related to the animals featured; the tortoise and the rabbit for the pre-test, the lion and the mouse for the experiment, and the ant and the dove for the post-test. The



researcher also coordinated the contents of the lesson plan related to the basic education core curriculum B.E. 2551 (A.D. 2008) for the 6th graders.

Instruments used for data collection

The instruments used for data collection were the English-speaking ability tests and questionnaires. The researcher collected the pre-test and post-test scores, and the students responded to the questionnaire after the post-test.

Data Collection

At the beginning of the experiment, the 36 samples had a pre-test to examine their background skills of speaking ability. After the treatment, the samples had a post-test to examine their speaking ability. The students responded to the questionnaire after the post-test, the questionnaire related to students' satisfaction with learning English through storytelling with picture series.

Data Analysis

The researcher analyzed the data using the Dependent Sample t-test, including Arithmetic Mean and Standard Deviation. The data obtained from the pre-test and post-test were analyzed using a t-test for a dependent. The data obtained from a questionnaire from the Likert scale were analyzed using Arithmetic Mean and Standard Deviation, and the researcher collected the data from the closed and opened questions using content analysis.

Results of the Study

Results

There were the findings according to two main objectives and derived the results by comparing mean scores from the pre-test and post-test in the English speaking ability test, and the results were divided into two parts as follows;



Part 1: The comparison of the post-test mean score of the 6th-grade students' English speaking ability with the pre-test mean score in 5 aspects. This result has responded to checking objective number 1. The total score was 20, and the passing score was 10 and above. The comparison of the post-test mean score of the 6th-grade students' English speaking ability with the pre-test mean score in 5 aspects; vocabulary, fluency, pronunciation, organization and presentation on **Table 1**.

Speaking Aspects	Total score	Pre-test		Post-test		MD	t	sig
		\bar{X}	S.D.	\bar{X}	S.D.			
Vocabulary	4	1.833	.447	3.500	.507	1.667	20.917*	.000
Fluency	4	1.305	.467	3.500	.507	2.194	21.092*	.000
Pronunciation	4	1.305	.467	2.889	.522	1.583	19.000*	.000
Organization	4	1.583	.500	3.500	.507	1.917	16.624*	.000
Presentation	4	1.583	.500	3.500	.507	1.917	15.712*	.000
Overall	20	7.611	1.202	16.889	1.833	9.278	33.749*	.000

* $p < .05$

Table 1 above showed that the post-test mean score of each speaking aspect was significantly higher than the pre-test mean score at the .05 level, and the overall mean score of the post-test was significantly higher than the pre-test mean score at the .05 level. Therefore, hypothesis 1 in this study stated the post-test mean score of the 6th-grade students who learned English using storytelling with picture series was significantly higher than the pre-test was accepted.

Part 2: The exploration of the 6th-grade students' satisfaction towards learning English using storytelling with picture series. This result has responded to checking objective number 2. The questions were constructed responses from students to



provide views on learning English using storytelling with picture series at the end of the experiment. The questionnaire comprised five aspects of English speaking understanding of the teaching process, confidence, excitement and enjoyment, learning vocabulary, and communication which showed on Table 2.

Table 2: Students' satisfaction towards learning English using storytelling with picture

Statement	X	S.D.	Meaning	Range
The steps of learning English using storytelling with picture series are easy to understand and can learn step-by-step.	4.667	0.478	Strongly agree	1
Learning English using storytelling with picture series promote my speaking ability.	4.611	0.549	Strongly agree	2
Learning English using storytelling with picture series gain my confidence to tell the story in front of the classroom.	4.611	0.549	Strongly agree	2
Learning using storytelling with picture series helps to stimulate my interest in the topics and enjoyment of learning English.	4.583	0.500	Strongly agree	3
Learning English using storytelling with picture series help me to learn vocabulary, words, and communication in English more accessible than other classmates.	4.583	0.554	Strongly agree	3
Overall	4.600	0.528	Strongly agree	

series.

According to Table 2, most students strongly agree with the five statements that assigned the range after the students rated. The students agreed with the statement ranging from number 1 to number 3, and the overall mean score of all five statements was 4.600, which was higher than the 3.50 average. That meant the students had a favorable satisfaction towards learning English using storytelling with picture series. The students expressed their opinions on the open question about learning English using storytelling with picture series; they liked the teaching style because they interactively practiced speaking while listening to the native speaker on the video,



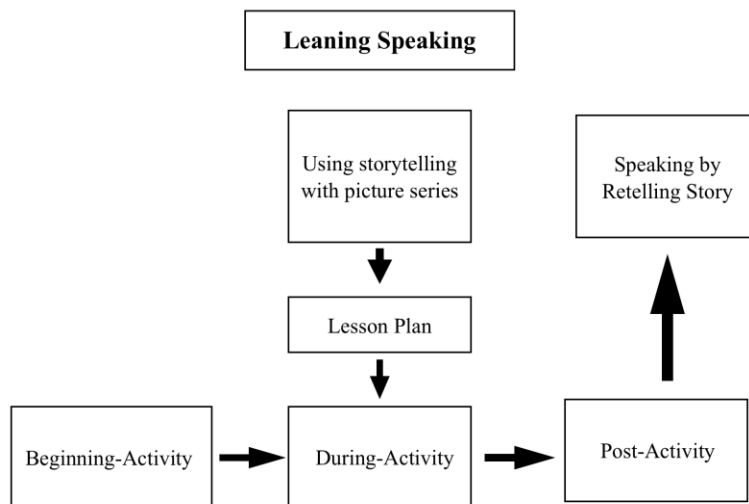
enjoyed watching the story movements, and could retell the story sequentially from the picture series.

Moreover, the selected storytelling used for the tests and the experiment were fun, entertaining, and motivating for the students. This process was the most critical factor that drove students to practice speaking because they did well in what was related to their interests, which impacted their English Speaking ability. The students developed their vocabulary and words and practiced communication from the tasks. Students learned English using storytelling with picture series to create and imagine their stories. They gained the confidence to speak English to their classmates, including retelling the story in front of the classroom. The more students practiced retelling the story in school, the more their confidence increased to speak English effectively. Therefore, the results for hypothesis 1&2 showed that the 6th grade students speaking ability increased significantly after learning English using storytelling with picture series and students were delighted with learning English using storytelling with picture series.

Considering students' satisfaction towards learning English using storytelling with picture series, the findings expressed that students had an excellent positive and strongly agreed that learning English using storytelling with picture series helped them improve their speaking English. Overall, storytelling with picture series teaching process could encourage students to learn and speak English substantially better.

Conclusion

This study showed that after teaching English using storytelling with picture series, the student's English speaking ability post-test mean score was significantly higher than the pre-test at the .05 level. The students had positive satisfaction towards learning English using storytelling with picture series. In conclusion, the student's English Speaking ability could improve after learning English using storytelling with picture series via lesson plans. Thus, collaborative teaching using storytelling with a picture series process could promote the students' English Speaking ability.



Framework of learning speaking

In summary, the investigation of this study confirmed that storytelling with picture series could effectively significantly enhance learning speaking English at the sixth-grade students' level. The results of students' retelling stories in their own words had notably improved their English Speaking abilities. The storytelling with picture series helped to encourage students to study the lessons, promoted understanding of the English language, created enjoyment and a relaxed atmosphere, developed relationships and respect between classmates, and built the students' confidence in speaking in front of the classroom.

Discussion

From the findings, the results on students' English speaking ability from their post-test mean scores were significantly higher than the pre-test mean score. The results of this study supported the hypothesis that the post-test mean score of the English speaking ability of the students who learned through storytelling with picture series was significantly higher than the pre-test mean score. It concluded that storytelling with picture series teaching promoted English speaking ability. Regarding teaching English using storytelling with picture series, Rostam (2019) claimed that using pictures was one of the ways to explain an actual situation, made the students enjoy the lesson, and created



their inspiration for learning in the classroom. The findings of Rostam (2019) showed that storytelling through picture series could influence the students to improve their speaking skills, which was a good strategy for teaching speaking ability and noted that students' speaking performance had improved due to increased interest in learning English better and increased motivation to know how to pronounce their words. The researcher used similar teaching techniques of storytelling with picture series to Rostam (2019), created an enjoyable, relaxed classroom environment and initiative activities challenging the students to improve their speaking ability, and constructed the lesson plan using storytelling with picture series explicitly used in the learning process. There was a dissection into three activities: beginning activity, during activity, and post activity for each period, and repeated these activities every period during the experiment.

1. For the beginning activity of each period, the teacher activated students' backgrounds and quickly reviewed the content from the previous class, asked students for any questions or concerns, and provided briefing information related to the current topic.
2. During activity, the teacher informed students of the activities in the classroom, which were performed individually, in pairs, or in groups for practice in vocabulary, words, sentences, and story structures related to storytelling and how to retell a story.
3. Post activity, the teacher reviewed all the new learning for students, provided feedback on how they did in the activities, corrected vocabulary, and suggested any improvement in their practice speaking.

The researcher constructed the lesson plan for teaching English using picture series to help promote students' speaking ability, such as individual communication skills, think-pair-share, group surveying, answering questions, telling the story, and confidence in presenting in front of the classroom. Teaching English using storytelling with picture series created an enjoyable and more relaxed classroom environment, which enabled better English language learning. Overall, students enjoyed the learning experience of teaching English using storytelling with picture series and gained more confidence to speak English.



The researcher confirmed that storytelling with picture series could influence and improve students' speaking ability, as Rostam (2019) concluded in his research and stated that it was a good strategy for teaching speaking skills. In the experiment, the researcher used the 5 Rs related to the article of Heathfield (2011) about rhythm, rhyme, repetition, reasoning, and response in oral storytelling. Vocabulary repetition helped students memorize words and remember the structure of sentences easily. When students spoke out loud and at the same time checked, they recognized the correct pronunciation. The researcher adapted them to construct the lesson plan primarily on the activities by using repeated sound patterns in the video and practicing words or phrases followed by the native voice speaker to support learning collocation and pronunciation. The researcher confirmed that some of the 5Rs of Heathfield (2011) helped clarify and apply the storytelling strategy easier for teaching English to young second-language learners.

Additionally, Anriani (2020) stated in his study that using retelling stories through picture series in vocabulary and pronunciation could raise the mean score of students' speaking skills, including having good ideas, knowing the topics, expressing ideas in a sequence of sentences, an organized picture's chronologically and coherently. The researcher adopted Anriani (2020) in constructing the lesson plan, which focused on new vocabulary, words, and sentences related to the selected story of the lion and the mouse. The researcher provided a lot of activities and exercises in the learning process for students to improve their vocabulary and pronunciation and used a lot of images of the animals in the selected story to create the new vocabulary and made the words and sentences for students to remember easily, so students could reuse and recognize them to work on their exercises accordingly. The researcher gave some pictures for students to practice imagining freely to complete sentences or story comprehension in their own words. Considering students' satisfaction towards learning English using picture series, the findings expressed that students had a good idea about the teacher taught English using picture series based on the results from the questionnaire.



Recommendations of further research

The findings showed that teaching English using storytelling with picture series with students at the secondary level was positive. Hence, the following items recommend for further research based on the results.

1. Have more stories on the other videos for each class to increase vocabulary, words, or sentences.
2. Ask students to create a short conversation in English by volunteering to tell a short story with their classmates at the beginning of the class.
3. Use new platforms and online applications to adapt to classroom use because technology has constantly been updated and changed. The younger generation uses the latest media online for guidance in their education, and the teachers must update themselves on the technology all follow the students' needs.

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