



Enhancing Secondary School Students 's Speaking Skill Through Picture-Based Storytelling Technique

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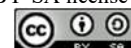
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Abstract: *Speaking is one of the essential skill in learning English, however Many students find difficulties in speaking English. They cannot speak well because of linguistic reasons such as their lack of vocabulary, pronunciation, and grammar knowledge. This study aimed to improve students' speaking skill trough picture-based story-telling technique of second grade students of MA Nurul Huda Banyuates. This study employed classroom action research that was implemented on XI integrated students of Science and Religious Class consisting of 12Tstudents. The research was conducted in a cycle process starting from planning, implementation, observation, and reflection. In this study, the researcher used observation checklist, field note, and questionnaire to take the information of the students' activities in the classroom, and an oral test with using an assessment rubric was design by the researcher based on the instructional material to know the students' speaking improvement. The finding of this study showed that the use of picture-based story-telling technique that had been implemented by the researcher was effective in improving students' speaking skill. It revealed that the students' mean score of the post test was 71.32 in which 80% of the students got score ≥ 70 . Besides improving students' speaking ability, picture-based story-telling technique was proven to have stimulated the students' enthusiasm, activeness, and fun during teaching and learning process.*

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INTRODUCTION

Speaking is the main skill that has an important role in learning language because the main purpose of learning foreign language is the ability to communicate using the target language. It is in line with Nunan (1991) stated that mastering the art of speaking is the most vital aspect of learning a second or foreign language and success is measured in the rules of the ability to carry out a communication in language. So, the teaching reputations of many faculty members depend largely on their speaking ability, and for students effective speaking is an important measure of academic success

However, in the real life, it is very difficult to apply conversation or speaking using English because in learning language we have to know all the aspects of the language. The fact, many students find difficulties in speaking English. When the researcher observed the second-grade students of MA Nurul Huda banyuates Sampang, the researcher found some problems in the teaching and learning process. The observation was conducted through

observing the class, interviewing the teacher, and conducting pre-test to the students. After conducting the observation, the researcher found the following information; the quality of students' English achievement especially speaking performance was not satisfactory because the background of the school is Islamic boarding house that tends to give more priority on Islamic religious subject and Arabic than English; words in English sentences while they were speaking, and their pronunciations were still poor, the teacher never used picture-based story-telling technique that possibly stimulates the students to speak up and express their ideas freely.

Dealing with the reality, Harmer (1998) states that all teachers need to be able to try out new activities and techniques. It is important to be open to such new ideas and take them into the classroom. So, to create the desire to learn English and improve speaking skill, the teacher has to be creative in terms of selecting a technique and also prepare supporting material to make the teaching and learning process alive and enjoyable.

Therefore, the researcher applied picture-based story-telling technique to be used in this study because story-telling (well-known tales or personal anecdote) is one of activity that helps students to practice speaking in long turns (Ur, 1996: 131). According to Davidhizar et al (2003), story-telling has been used a powerful communication vehicle. It is also useful in nursing education to enhance self-esteem, develop critical thinking, model behaviors, and to teach cultural sensitivity and communication skills. In terms of pictures, Bailey (2005: 57) states that pictures can be used in many ways.

In this study, the researcher implemented story-telling technique by applying a picture story which consists of six to eight drawings telling a story which is simple but allows the learner to add his own interpretation about the people or events involved. Besides, pictures with many characters possibly bring students' enjoyment, so the students are motivated, want to pay attention, and want to take part during the teaching and learning process. Hence, the role of pictures in telling story is important to make the activity more interesting and enjoyable.

LITERATURE REVIEW

According to Bailey (2005) the notion of linguistic competence came to be viewed as a component of the broader idea of communicative competence "the ability of language learners to interact with others speaker, to make meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge" (Savignon, 199).

One of important elements of communicative competence is strategic competence. In terms of speaking, this is the learner's ability to use language strategies to compensate for gaps in skills and knowledge. Characteristics of communicative competence include what one needs to know and be able to do in order to speak in another language. Of course, one needs to know how to articulate sounds in a comprehensible manner, one needs an adequate vocabulary, and one needs to have mastery of syntax.

Nunan (1999) notes that communicative competence not only includes linguistic competence, but also includes a range of other sociolinguistic and conversational skills that enable speaker to know how to say what to whom, when. According to Savignon in Nunan (1999: 226), communicative competence is not restricted to the spoken language, but involves writing as well. It is also context-specific, which means that a competent communicator knows

how to make choices specific to the situation. Finally, it is distinct from performance. Competence is what one knows, while performance is what one does. According to Richard *et al* in Nunan (1999: 226), communicative competence includes:

- Knowledge of the grammar and vocabulary of the language.
- Knowledge of rules of speaking (e.g, knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speak to and in different situations).
- Knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitations.
- Knowing how to use language appropriately.

According to Harmer (1998: 87) there are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any languages at their command.

1. Rehearsal: getting students to have a free discussion and gives them a chance to rehearse having discussion outside the classroom.
2. Feedback: speaking task where students are trying to use all and any language they know provides feedback for both teacher and students.
3. Engagement: good speaking activities can and should be highly motivating. If all the students are participating fully, and if the teacher has set up the activity properly and then can give sympathy and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving etc) are intrinsically enjoyable for them.

Speaking is widely recognized as one of essential components of learning a foreign language. In general, language skills that should be classified two categories: receptive skills and productive skills. Receptive skills refer in which people extract meaning from the discourse they see or hear (Harmer, 2001: 199). Receptive skills belong to listening and reading. While productive skills are the skills that involve the process of language production either in oral or written forms. Productive skills consist of speaking and writing. Related to teaching speaking, there are four subtopics in this discussion: classroom speaking activities, roles of the teacher, topic and genre, and the problems in teaching speaking.

Teaching speaking in the classroom cannot be separated with the classroom speaking activities. In order that the teaching of speaking runs successfully, there should be the relevant speaking activities in the classroom that is appropriate with the purpose of teaching speaking. Harmer (2001: 271) states that there are many classroom speaking activities: acting from the script, communication games, discussion, prepared talks, questionnaire, simulation, and role play.

Picture-Based Story –Telling Technique

According to Brown (2001: 129) technique is widely accepted as a superordinate term to refer to various activities that either teacher or learners perform in the classroom. In other words, techniques include all tasks and activities. Hence, selecting technique is very important in teaching and learning process. It has a very essential role in supporting the success of teaching and learning process.

The researcher believes that the use of picture-based story-telling technique possibly supports the success of learning and teaching process because most of students are interested in visual teaching. By using picture story as the instructional material as well as media, the students will get a real description and interpretation about a story they want to tell.

According to Leny (2006: 14) pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Related to the study about the use of picture-based story telling technique in teaching speaking, this section is important literatures that strengthen the use of pictures. The subtopic includes: kinds of pictures and pictures as media for teaching.

There are many kinds of pictures that can be used in teaching and learning process, especially in teaching speaking. Yunus in Leny (2006: 23) grouped the pictures into four groups:

a. Composite Picture

These are large single pictures, which show a scene (Hospital, beach, canteen, railway station, street) in which number of people can be seen doing things.

b. A Picture Series

A picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.

c. Individual Pictures

These are single pictures of objects, person or activities. They have small size, and they are focused on the single activity.

d. Specialized Pictures (Posters, charts, advertisements, brochures)

Wall posters are not designed specifically for teaching, but rather for advertising or propaganda purposes.

In this research the researcher used a picture series called picture story because it allows the learners to add their own interpretation and imagination by giving them an idea over the events they are describing. Besides, the use of picture story as media or a learning material is effective in language teaching because it possibly stimulates the learners to speak up by telling a story based on what they watch on the picture.

Underhill (1987) in *Testing Spoken Language* introduces many oral testing techniques and variations which will be suitable for a particular task programme. Using a picture or picture story is one of the techniques that can be used in several variations such as using several similar pictures, ordering pictures to create a picture story, using live action, vocabulary naming from pictures, and generating different times and tenses.

In this study, the researcher implemented picture-based story-telling technique inspired from the technique of using a picture or picture story by Underhill (1987). Because the condition of learners in every school is different, so the researcher adjusted the procedures of the technique to the condition in which she was teaching. The followings are the procedures of teaching speaking using picture-based story-telling technique that the researcher implemented: (1) each student receives a picture story with guided its vocabulary and guided questions, (2) the students in pair do the conversation using the guided questions by watching the picture, and this activity is done changeably, (3) the students discuss making and developing a story based on the picture by using their own words in pair, (4) the students drill

for story-telling based on the story that they have discussed, (5) the following step is the students tell the story in front of the class without bringing the note but only the picture, (6) while the students who are not telling the story, they must pose questions to the students telling the story.

RESEARCH METHOD

In this study the researcher used Classroom Action Research (CAR). CAR is a simple research to solve the problem in classroom activity usually done by a teacher. Kemmis and Mc Taggart in Nunan (1992:16) argue that the three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that is collaborative; and thirdly, that is aimed at changing things. A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, and for evaluating the results of strategies tried out in practice.

The aim of this research is to improve the students' speaking skill through picture-based story-telling technique that is expected to be enjoyable to the students in the classroom activity. Before doing the research, the researcher did preliminary study in order to know the pre-ability of the students in advance.

The researcher carried out the research with the students of XI grade at MA Nurul Huda banyuates Sampang. The researcher selected the second grade that consisted of 12 integrated students from Science and Religious Class because the result of preliminary study showed that the students still had a lot of difficulties when they were asked to speak English by telling a story. By conducting this research, it is expected that the researcher can solve the problems of students' speaking ability.

The researcher interviewed the English teacher at the XI grade students of MA NU Karangploso to get information about the result of the students' study and the researcher also conducted pre-test to know about the students speaking ability. The results of this interview and pre-test are used for opinion during research activity. Moreover, the researcher did the observation in the XI grade science class that collaborated with an English teacher to know teaching and learning process.

Planning was made before the teaching and learning process was conducted. In this stage, the researcher planned the research focusing on the use of picture-based story-telling technique to improve the students' speaking skill. The researcher prepared the teaching strategy, lesson plan, instructional media, and the criteria of success.

The procedures were designed by the researcher in order that the implementation of the strategy in teaching and learning process can run well. The followings are the procedures in implementing the picture-based story-telling technique:

- Giving a picture story with its guided vocabulary and guided questions. The questions include long answers and yes/no question.
- Guiding the students to pronounce the guided vocabulary appropriately.
- Asking the students in pair to do conversation using the guided questions by watching the picture, and this activity is done changeably to improve their speaking directly.
- Discussing the guided questions by asking the students in advance to help the students elicit a story to tell.

- Asking the students to discuss making and developing a story based on the picture by using their own words in pair. In this activity, the students are allowed to make brief notes of the story they want to tell.
- Reminding the students to drill for story-telling based on the story that they have discussed.
- Asking some students randomly to tell the story without bringing the note but only the picture in front of the class.
- Asking the students to pose questions to the student telling the story.
- Correcting the students' pronunciation and grammar usage.

The lesson plan was made before the researcher did the teaching and learning process in class. The function of this lesson plan is to compile what the teacher will deliver about the material in class. The lesson plan consists of many points, such as the time and the material of the lesson, the instructional goals and indicators, the teaching learning process.

The instructional media and materials play an important role in supporting the success of teaching and learning process, so the media and materials must be prepared well before conducting teaching and learning process. The media and material used in implementing picture-based story-telling technique was picture story obtained by accessing internet. The researcher selected the material of a picture story based on the instructional program of the second semester of the XI science students of MA Nurul Huda Banyuates Sampang.

The criteria of success are whether the research is success or not in English teaching learning process. In this addition, the criteria of successful speaking score are 80% students have to get ≥ 70 and the students have positive attitudes toward teaching learning process.

If all of parts have been ready, then researcher implements the strategy in order to improve the students' speaking ability using picture-based story-telling technique. In this activity the researcher collaborated with an English teacher to help this process. In this research, the cycle was done in five meetings while the last meeting was divided into two sessions; they were reviewing the materials and conducting the test. If the result of the first cycle is not successful and satisfying, the next cycle will be continued.

In this step, the researcher and collaborator teacher observed all the reactions that students made to this action. In this stage, the researcher used some instruments to collect the data related to the events in the teaching and learning process that consisted of observation sheet, field note, questionnaire sheet, and test.

The researcher used observation sheet or checklist to collect data during the instructional process. The aim of this instrument is to know the development of students during the process of teaching speaking using picture-based story-telling technique. The researcher used checklist in the observation sheet, and it was done by the collaborator teacher as the observer inside the classroom during the teaching and learning activities were running. Check (✓) was given to some categories based on the condition that really happened during the observation. Besides, there are some columns which can be filled by the observer to give additional notes.

Field note is an instrument to record any information during activities. The researcher used field note to record any important data and the necessary information that is not covered in the observation checklist. The aim of having the field note is to anticipate the possibility of losing the necessary data during the implementation. The information obtained from field

note is used to both check the accomplishment of the selected criteria and to identify the certain aspects or elements of the technique that need to be revised in the following plan.

The questionnaire was administered to the students to get information about their personal response toward the English teaching and learning process using picture-based story-telling technique. The questionnaire sheets were distributed to each student in the observed class at the end of the activity. The questionnaire given consisted of 10 items which ask about the students' learning experience in their class.

Speaking test is in the form of students' speaking performance in telling a story based on the picture in front of the class. It is needed to measure the students' achievement in their speaking skill and to identify whether the students are making progress or not. This assessment is scored based on a rubric of speaking assessment that was designed by the researcher. There are six criteria that are scored in this test. The criteria are pronunciation, grammar, vocabulary, fluency, comprehension, and content. The scoring was done by the researcher and the collaborator teacher to assign the students on a five-point scale of each criterion.

The activity of this stage was reviewing the activity during the teaching and learning process. This section also includes discussion of subsequent activities. The researcher started from the first to the last meeting during teaching speaking using picture-based story-telling technique. In the last meeting, the students were given a review and a test to know the students' improvement during the implementation of the action. The research will be continued to the next cycle if this action doesn't meet the target or the criteria of success.

The data were analyzed as qualitative and quantitative data. The result of analysis is to know whether the implementation of the action is successful or not. The data obtained from the result of observation sheet, questionnaire sheet, and field notes were classified as qualitative data. On the other hand, the result of the oral test was quantitative data.

RESULTS AND DISCUSSION

Before doing the research, the researcher took preliminary study on January 5rd up to 13rd, 2026. The researcher got the information from the English teacher of the observed class. Besides getting information from the English teacher, the researcher also directly observed the class to know about the fact, and she also conducted pre-test to know the quality of the students' speaking performance. The pre-test was conducted by asking the students to tell their or someone's funny experience in front of the class one by one, and the researcher gave the students 20 minutes to prepare in arranging their story and drilling for story-telling. After they told the story, the researcher asked few questions related their story to assess their comprehension. In fact, the quality of their speaking performance was not satisfactory; they had difficulty arranging words while they were speaking and their pronunciations were still poor. Many of the students made mistakes while they were telling story particularly in vocabulary and grammar usage that made the content incomprehensible. The mean score of the students was about 53.89 while the minimum mastery learning standard at MA Nurul Huda Banyuates Sampang was 80% students had to get score ≥ 70 .

The object of this research is the events that function as the indicators of success in the problem solving and developing the strategy that has already developed. To know whether the use of picture-based story telling-technique is successful or not, in this stage the

researcher discussed about the result of the study of students' achievement that was obtained from the test and also the students' attitudes obtained from the observation, field note and questionnaire.

The questionnaire result showed that (1) the use of picture-based story-telling in the teaching and learning activity made them enthusiastic to speak up actively, (2) they enjoyed all activities of the picture-based story-telling technique, and (3) the use of picture-based story-telling technique gave positive effects toward the students' learning such as their vocabulary, pronunciation, and confidence improvement, their ease in memorizing vocabularies, and also their fluency improvement to speak English.

The result of the test showed that the students' speaking ability improved. It can be seen that the students' mean score in the pre-test was 53.89 with the lowest score was 41.67 and the highest score was 71.67 while the students' mean score in the post-test of this cycle was 71.32 with the lowest score 45 and the highest score was 86.67, and two of twelve students failed to fulfill the minimum mastery learning standard at MA Nurul Huda Banyuates Sampang that was 70. So, it can be summed up that the result of the cycle had been fulfilled the criteria of success of this study that 80% students had to get score ≥ 70 (see appendix 6). In other word, the researcher didn't need to continue the next cycle.

Based on the data instrument during the teaching and learning process above, the researcher found that teaching speaking using the picture-based story-telling technique had improved the students' speaking skill especially in terms of their proficiency in producing English sentences. It can be seen from the result of the test that the mean score of the students' speaking performance in this cycle was 71.32 with the lowest score 45 and the highest score was 86.67, and the percentage of the students who got score ≥ 70 was 80%.

The researcher assumes that all activities of teaching speaking using the picture-based story-telling technique can improve their activeness, enthusiasm, and also their low proficiency of speaking. It can be seen from the result of the instruments that the researcher used; they were (1) observation checklist which measured the students' activeness, enthusiasm, and enjoyment during the implementation of the action, (2) field note which helped the researcher and observer to take notes of the problems to solve or good points happening during the implementation of the action, (3) questionnaire which was useful to know the students' personal response toward the strategy used by the researcher, (4) the test which helped to measure the students' speaking improvement during the activities of this cycle.

From the data that had been collected by using the instruments above, the researcher has the perception that the use of picture-based story-telling technique can improve the students' enthusiasm, activeness, and speaking score. The students had positive attitudes of their enthusiasm, activeness, and also their feeling, and their score was also improved that the main score of pre-test was 53.89 while the main score of the post-test was 71.32. From the positive improvement above, it can be concluded that all of the criteria of the study had been achieved. So, the researcher didn't need to continue the next cycle.

The result of this research was discussed on the basis of the relevant theories under the study of the use of picture-based story-telling technique to improve speaking skill of the second grade students of MA Nurul Huda Banyuates Sampang.

Based on the findings, it was proven that teaching speaking using the picture-based story-telling technique improved students' speaking performance. It can be seen from the test result that the mean score of students' speaking performance improved 17.43 point. The mean score of pre-test in this research was 53.89 while the mean score of the post-test was 71.32.

The observation checklist and the field note showed that the students' quality of learning activity in the class was improved day by day. They had positive attitudes toward the implementation of the researcher's strategy, such as: the improvement of the students' enthusiasm during the teaching and learning process, the improvement of the students' activeness to ask and answer both the researcher's and their friends' questions, and also their enjoyment to do all activities of the picture-based story-telling technique. The results are in line with Leny's statement (2006: 13) that pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills.

Besides, the result of the students' personal response through the questionnaire indicated that the students were enthusiastic to speak English in the classroom because all the activities of the picture-based story-telling technique involved and forced all the students to speak up actively. Moreover, they responded that this strategy was enjoyable and effective to improve their vocabulary mastery, pronunciation, and also their confidence and made them easier in memorizing vocabularies and speaking fluently. It is in line with Bailey (2005: 57) that pictures provide visual support for learning, as they activate mental images that can help the language learner remember a particular structure or vocabulary item. In addition, Underhill (1987: 67) also states that a good picture can be the stimulus that generates the confidence to speak and a flow of conversation.

Ur (1996: 120) states that some of characteristics of successful speaking activity are learners talk a lot, participation is even, and motivation is high. Based on the findings above, the picture-based story-telling technique has been proven to have these characteristics. In short, the story-telling based on the picture is a good technique in teaching English speaking because it has been proven in this research that the used picture helped the students to give imagination and ideas to talk, and also stimulated the students' enthusiasm and confidence to speak up actively.

From the statements above, it can be summed up that the use of picture-based story-telling not only improved speaking skill of the second grade students of MA Nurul Huda Banyuates Sampang but also enhanced their involvement actively in the teaching and learning process.

CONCLUSION

The researcher concluded that picture-based story-telling technique was able to improve the students' speaking skill in terms of their proficiency in producing English sentences. Telling story can stimulate the students to express their ideas freely in long turns. A picture story can help the students to produce English sentences more easily since a picture story can give ideas, imagination, and a real description about the story they want to tell.

From the activities of picture-based story-telling technique, the students can enrich their vocabulary and improve their pronunciation through the drilling activity in pronouncing

and using the guided vocabulary in story-telling. Besides, one of activities in this strategy forced the students to speak directly through doing the conversation based on the guided questions that also helped students elicit the story. Furthermore, this technique helped the students to produce English sentences using the appropriate vocabulary and grammar through discussing making and developing a story in pair and drilling for story-telling, and the questioning-answering toward the student telling story was needed to check the students' understanding about the oral questions and the story they told.

This study focuses on the teaching speaking of second grade students by using picture-based story-telling technique. The researcher realizes that this study is limited and far from perfectness, so it is suggested that the next researchers can improve the quality of teaching English using picture-based story telling technique for different language skills such as listening and writing.

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