

ABSTRACT

Fajri, Amelia Nurul. 2022: Exploring Students' Experiences and Responses toward Picture-cued Storytelling Technique Application in Teaching Speaking through Online Class.

The emergence of Covid-19 pandemic has caused the direct learning activities switched to online learning due to the enforcement of Community Activity Restriction (PPKM) by the government. The effect of this pandemic also affects the students' learning ability especially in English lessons. It is strengthened by the survey of journal "*The Problem faced by English Students in Understanding English Lessons*" Journal Vol. 8 No. 1, 2021. The survey of 400 students showed that English topics that difficult to be learned are as follows: Grammar (66%), Speaking (22%), Listening (7%), Writing (4%), and Reading (1%). Specifically, Ardianto in Fujiono & Khairuddin (2018) reveals that there are still a lot of students who consider speaking as a difficult thing because they are still confused to use the correct word, lack confidence, give much attention to grammar accuracy, afraid to mispronounce the words, and has low motivation to learn speaking. To cope with this problem, this research would plan to apply picture-cued storytelling technique. Therefore, the purposes of this research are to find out the process of applying picture-cued storytelling along with the students' experiences and responses of picture-cued storytelling.

The method used in this research was qualitative research with case study design. The participants of this research were ten students of the eighth grade in SMPN 5 Klari. The participants were chosen by purposive sampling. Therefore, the data were collected through observation of two meetings, questionnaires, and semi-structured interviews. To find out the process of applying picture-cued storytelling, the observation and interview to the teacher were conducted. To find out the students' experiences after the learning of picture-cued storytelling, the questionnaire and interview were conducted. To find out the students' responses toward picture-cued storytelling, the questionnaire and interview were conducted. To validate the obtained data, triangulation was used.

The findings of this research showed that: (1) The process of applying picture-cued storytelling has been implemented well by the teacher which used the stages in teaching speaking from Kustika (2017) and Murni (2018) and procedures of applying picture-cued storytelling from Ismail in Murni (2018). (2) The students have experienced most of positive experiences after learning picture-cued storytelling. (3) The students' responses were dominated by positive responses which the students said that picture-cued storytelling gives positive impacts to their speaking.

To conclude, this research shows that picture-cued storytelling technique gives positive impacts and appropriate to be used in teaching speaking to the students. The result of this research could be used as a recommendation for English teachers in teaching speaking to maximize the students' speaking potential, and for the further researchers, they should conduct an analysis of the students' speaking ability by using task or test for the face-to-face learning activity in the future.

Keywords: *Online Learning, Picture-cued Storytelling, Process of Application, Speaking, Students' Experiences, Students' Responses*