Picture Puzzle Media Improves Tenth Grade Students' Speaking Skill: Media Teka-teki Gambar Meningkatkan Kemampuan Berbicara Siswa Kelas X

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General background: Speaking skill is a crucial component of English language proficiency and often becomes a major challenge for students due to anxiety, lack of preparation, and limited vocabulary. **Specific background:** In many classrooms, conventional methods such as repetition or memorization are less effective in encouraging active participation and confidence. **Knowledge gap:** Limited studies have explored the role of visual and kinesthetic media, particularly picture puzzles, in strengthening students' speaking performance. **Aim:** This study investigates the use of picture puzzle media to improve speaking skills of tenth-grade students at SMA Muhammadiyah 4 Porong. **Results:** Employing a pre-experimental quantitative design with pre-test and post-test, findings reveal a significant increase in students' average speaking scores from 75.27 to 88.18 after the treatment. **Novelty:** The integration of picture puzzles as learning media fosters both creativity and confidence, especially for kinesthetic learners, by linking visual storytelling with oral expression. **Implications:** These results suggest that picture puzzles can serve as an innovative pedagogical tool in EFL classrooms, providing teachers with practical strategies to reduce speaking anxiety and support students' active communication.

Highlights:

- Picture puzzles improve speaking performance significantly.

- Media supports kinesthetic and visual learning styles.

- Reduces student anxiety in oral activities.

Keywords: Speaking skill; Picture Puzzle; EFL Classroom; Kinesthetic Learning; Narrative Text

Itroduction

Speaking has always been a part of our life. The ability to speak is always a benchmark for other abilities that we have. Speaking is one of the language skills dend of the other four skills, speaking skills must be mastered not only in linguistics but also in the proper way of pronouncing according to the situation. As a result, students find it difficult to speak English [1]. So many people want to master the ability to speak quickly. This ability does many things, such as giving speeches, organizing events, class presentations, and so on. Likewise, with high school students who ask for

clear ideas and they tend to want to master vocabulary because they want to speak English fluently and well, without having to worry about making grammar or pronunciation mistakes [2]. Speaking is an interactive process of constructing meaning that involves processing all of information. It means that speaking activity the speakers must use oral language well to transfer the information to order people [3].

Based on the pre-observation in the tenth grade Putri of SMA Muhammadiyah 4 Porong, there are many obstacles encountered related to speaking classes, such as students who are hesitant to speak and choose to be silent. However, not a few of these senior high school students experience pressure or anxiety when speaking in front of friends or other significant people. Personality has a great influence on learners learning and those psychological factors affect their performance and achievement in language learning [4]. Many students feel anxiety when speaking an English, this will motivate students to learn [5]. This condition usually occurs when they don't prepare the material properly when they want to speak either in front of the class. Inadequate preparation makes them make some mistake when speaking, and finally they are afraid of being laughed or ridiculed by other students. When students want the best performance by choosing sentences that are more complicated than usual, they have to memorize the material that to be presented [6]. This will be difficult for students who have Stage fright.

When nervous students will experience several situations when speaking in front of the class, such as wrong pronunciation, halting speech, missing words, often mumbling every word she or he says, reading notes, and fail to make eye contact with other friends or audience [7]. The ability to speak English for students can be measured from their readiness when expressing ideas or opinions in front of the class. Less mature readiness can be caused by the wrong way of learning [8].

Based on the results of interviews with teachers, there were several problems related to learning. Students tenth grade Putri at SMA Muhammadiyah 4 Porong felt lazy if they had to be asked to read English books, they were also reluctant to speak in front of the class. Sometimes teachers also organize activities by observing objects outside the classroom and making students move [9]. However, this is less effective because teachers feel less able to control students when they are outside the classroom. Then, the teacher also stated that the speaking learning activity was carried out only by repeating the teacher's reading in the textbook and then followed by the students. This is one of the factors, students experience anxiety when speaking in English in front of the class. This is because students are not used to speaking in front of the class. So, when speaking English in front of the class, they feel worried about making mistakes which will affect their performance, lack of vocabulary and lack of grammar [10].

Students who lack sufficient background knowledge on the subject become nervous and often talk very little or nothing at all because they are unable to generate ideas in the first place. Therefore, in the learning process teachers must know student needs and students' learning styles [11]. So, from the explanation above, students have different learning style characteristics in each class. So, teachers must know students' learning styles in learning English. Wrong understanding of learning styles will have an impact on students' speaking anxiety in front of the class [12].

To find out students' learning styles, SMA Muhammadiyah 4 Porong has conducted psychological tests and a questionnaire containing several questions to test students' left-brain and right-brain thinking. This instrument is carried out at the beginning of new student registration. So, from these data information can be obtained that the learning style of tenth grade Putri is kinesthetic dominant. Basically, the aim of learning speaking is to make students understand the information provided by the teacher and avoid misunderstandings caused by the teacher's delivery method and students' responses in receiving learning material [13]. Thus, learning to speak in the classroom requires learning activities based on appropriate student learning styles so that the material presented by the teacher can be easily accepted by students.

Kinesthetic learners need learning activities that make them move and get them used to speaking

in front of the class. One of them is by using learning media as a means to make them comfortable to learn speaking. This is a learning strategy that respects students' physical mobility [14]. This supports students in developing their learning capacity, especially in speaking. From the explanation above, Playing with individual or consecutive pictures is one way that students can develop and construct their knowledge in image puzzles [15] . Picture puzzle is a medium that can develop and implement students' knowledge in picture puzzles.

Picture puzzles contain things that are interconnected and arranged sequentially to form a series of stories. The image is in a puzzle. In speaking, an image is very important to improve students' memory through visual images. With pictures in the form of puzzles, students can feel interested and more active when the teacher teaches speaking classes. Picture puzzle media can build and stimulate students' critical thinking of stories in puzzles [16] . Through the picture puzzle that they have compiled, they can increase their confidence in speaking in front of the class. So, students can guess the story that has been prepared and tell it in front of the class with visualization of the picture puzzles. The teacher can encourage student participation and teach the meaning of pictures by using pictures in the classroom. Using pictures can assist teachers in imparting picture meaning and in igniting students' interest in their studies [17]. So, this can increase students speaking skill according to students' learning styles.

The researchers chose SMA Muhammadiyah 4 Porong to conduct research because based on pre-observation the researcher found several problems with students in the speaking class. They have a tendency to move around, folding papers and making noise. They are also anxious when the teacher asks them to speak in front of the class, so they choose to remain silent. Some of these problems led researchers to find an answer to overcome student obstacles based on what student needs, namely by applying picture puzzles as media.

There is previous research related to this research, namely [18] "The use of puzzle game to teach speaking to seventh grade SMPN 1 Jabon" which focuses on conducted to test whether puzzle games could increase students' activeness and speaking skills. The main purpose of this research is to verify whether the puzzles games is effective in the learning speaking success of seventh Grade students at SMPN 1 Jabon.

However, there are differences between the two. This research employs focuses on the use of the picture puzzles media to improving speaking skill for tenth grade students. This research employs a quantitative approach to delve deeply into how is the effectiveness of using. This research questions arising from these objectives are as follows:

Is there any effect of using picture puzzle to improving students speaking skill for tenth grade students of SMA Muhammadiyah 4 Porong?

Methodology

This research uses pre-experimental quantitative methods. Pre-experimental research is research that aims to measure the level of effectiveness and influence of the use of an object or media against a certain condition. This type of research aims to determine the difference between 2 experimental variables that are the subject of the study [19]. In this study, the reason the researchers used the pre-experimental method in this research is because this method is related to the research that will be carried out, how students' speaking abilities in the (pre-test) and treatment is carried out to determine the effect of picture puzzle media in increasing students speaking skill until the final test is carried out (post-test) as a comparison of the pre-test.

This research was conducted at tenth grade Putri of SMA Muhammadiyah 4 Porong. The population included 22 students. Because the aim of this research was to determine the effectiveness of using picture puzzle media in teaching speaking, the researchers chose the class with the lowest average speaking score based on the teacher scoring. In this school there is only 1 class tenth grade Putri

that will be used for experiments. In this context, Researchers conducted speaking tests on students using a "pre-test post-test design" where only one research sample, namely the experimental class, was given a pre-test and post-test without a comparison class. Research is used to compare variables before treatment and after treatment.

Pre-Test	Treatment	Post-Test
T 1	X	T2

Table 1. *Skema one-group pre-test post-test time series design*

Information:

T1: Initial Test (Pre-Test) is carried out before give treatmentX: Treatment to Students using Picture Puzzle mediaT2: The Final Test (Post-Test) is carried out after being given treatment

The treatment effect is the average of the differences between the pre-test and post-test.

Data Collecting Technique

1. Test

An important part of this research is the process of collecting data to determine research results. In the data collection process, researchers used several techniques, including:

1) Pre-test

The pre-test will be carried out at the beginning of the first session of the learning narrative text. This pre-test takes the form of an oral test where students are asked to listen to a video of folktale as samples, "Lake Toba" stories. The researchers took a video of the story from Youtube *"Dongeng Kita"* with duration 10 minutes because the instrument had gone through extensive testing and validation, the researchers adapted the story from the teaching module used for tenth students.

Pre-Test Steps

a) Instructions

The researchers explain the pre-test activities that will be carried out and gives instructions to students for completing the pre-test for 10 minutes.

b) Pre-test Work

Students watch the 10 minutes video folktale shown by the researcher and ensure all students listen carefully and take notes on important points if needed. After listen the video, Students are asked to retell the folktale stories using their own language.

c) Presentation

After complete the pre-test, researchers give students a few minutes to recall and prepare to retell the story. Then, Students present their work in front of the class one by one for 2-3 minutes with the correct sequence.

d) Assessment

After, the Pre-Test, researchers will compile and evaluate student results to determine students'

basic abilities and speaking proficiency in present folktale stories.

2) Post-Test

The post-test is used for the experiment's final test in the fourth meeting, which aims to obtain sample scores in tenth grade following a picture puzzle-based treatment. The test for the post-test is similar to the pre-test. After watch the folktale video "*Malin Kundang*" with duration 10 minutes. The reason the researchers took this story was because the researcher adapted it from a teaching module and a student's book about folktale from Indonesia. However, researchers provide different stories to increase students' knowledge about other folktale stories.

Post-Test Steps

a) Instructions

The researchers explain the post-test activities that will be carried out and gives instructions to students for completing the post-test for 10 minutes.

b) Post-test Work

Students watch the 10 minutes video folktale shown by the researchers and ensure all students listen carefully and take notes on important points if needed. After listen the video, Students can choose which stories to retell between "*Malin Kundang*" or "*Keong Emas*".

c) Presentation

After complete the post-test, researchers give students a few minutes to recall and prepare to retell the story. Then, Students present their work in front of the class one by one for 2-3 minutes with the correct sequence.

d) Assessment

After, the Post-Test, researchers will compile and evaluate student results. Then, provide positive and constructive feedback to help them in their understanding.

Therefore, the speaking test items were created by the researchers using individual interaction. Since the test is oral test, the researchers separated the score into five categories: grammar, vocabulary, comprehension, fluency, and pronunciation. These categories were based on the oral scoring process described in Douglass Brown's book [20] .

According to D. Brown, there are categories of oral testing proficiency as follows.

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1.	Grammar errors are frequent	Speaking vocabulary inadequate to express anything but the most elementary needs.	Can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing	No specific fluency description	Errors in pronunciation are frequent
2.	Can usually handle elementary constructions quite not take confident control of grammar	Has speaking vocabulary sufficient to express himself simply	Can get the gist of most conversations	Can handle with confidence but not with facility most social situations.	Accent is intelligible through often quite faulty.
3.	Control of grammar is good.	Vocabulary is broad enough that he rarely has to grope for a word	Comprehension is quite complete at a normal rate of speech	Can discuss particular interests of competence with reasonable ease	Accent may be obviously foreign
4.	Errors in grammar are quite rare	Can understand and participate in any conversation	Can understand any conversation	Able to use the language fluent	Errors in pronunciation are quite rare
5.	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educate native speaker	Equivalent to that of an educated native speaker	Has complete fluency in the language	Equivalent to that of an educated native speaker

Figure 1. *Scoring Rubric Adopted from Douglass Brown's Book*

2. Treatment

The researchers used picture puzzles to create a narrative text. The treatment was carried out at the second and third meeting after the pre-test. From start until the end, the researchers instructed students to arrange the picture puzzles correctly. Researchers used a picture puzzle about "*Malin Kundang*" and" *KeongEmas*". Then, students compose a narrative story according to the sequence of pictures that have been arranged previously. After that, the researchers instructed them to present their work in front of the class by bringing text and a picture puzzle.

a) Introduction

Introduce the concept of narrative text and explain that today students will take a presentation to measure their initial understanding. As well as providing examples of narrative text along with picture.

b) Discussion

Briefly discuss narrative elements such as characters, plot, conflict, and resolution. Provide instructions to use picture puzzle media to help students improve students' speaking skills on narrative text.

c) Practice

Give students the task of arranging a picture puzzle into a narrative story then compose the story text in their own language and write the message of the story well based on the picture.

d) Reflection

Ask students to reflect on what they have learned from the treatment. And explain the

criteria for assessing assignments and presentations at the next meeting.

 Data Analysis Technique

Comparative statistical analysis and numerical computations are used in this study. Tests using

comparative statistics a hypothesis that expresses whether two or more of the variables under investigation differ from.

a. Quantitative research data processing

1) Make a preparation table to calculate T-count

No.(1)	X(2)	Y(3)	D(4)	D2 (5)
1				
2				
3				
∑ (6)				
M (7)				

Table 2.

Description:

- Column (1) serial number, according to the number of samples

- Column (2) pre-test score

- Column (3) post-test value

- Column (4) the gain value (D) between the initial test and the final test

- Column (5) the square of the numbers in column (4)

- Row (6) sigma sum of each column

- Row (7) the average value of columns (2), (3), (4)

2) Find the mean of variable (x) and variable (y)

$\square\square\square\square$ = (1) $\square\square\square\square$ = (2)

Description:

Mx: Mean pre-test

My: Mean post-test

∑$\square\square$: Sum of all pre-test scores

∑$\square\square$: Sum of all post-test scores

N: Find the mean of variable (x) and variable (y)

3) Find the mean gain (d) between pre-test and post-test

Md = (3)

Description:

Md: Mean gain (difference between pre-test and posttest)

$\sum d$: Total gain

N: Total number of samples

4) Calculating the square value of deviation

$$\sum x^2_d = \sum x^2 - (4)$$

Description:

$\sum x^2_d$: Sum of squares of deviation

$\sum x^2$: Total gain after squaring

$\sum x$: Total gain

N: Total number of samples

5) Calculating Degrees of Freedom

db. = n-1 (5)

Description:

db.: Degree of freedom value

n: Number of students

6) Find the t-count

t-count = (6)

Description:

Md: Mean gain (difference between pre-test and posttest)

$\sum x^2_d$: The sum of the squared deviations

N: Total number of samples

a. Present the data with Tables and improve comprehension.

b. Explain the meaning of each variable in the data to interpret it.

c. Make judgments in light of the quantitative data analysis that was done.

d. Write the research report, incorporating the conclusions, analysis, and implications of the data analysis findings.

Result

This section contains two sets of data, First, the pre-test results of the students' speaking skills before treatment, and the other is the post-test data after treatment. The purpose of this study was to investigate the impact of picture puzzle media on the improve speaking skill in tenth grade of SMA Muhammadiyah 4 Porong. The use of picture puzzle media in the learning process has

demonstrated that students are becoming more courageous in conveying their ideas during group discussions. Aside from that, following treatment with picture puzzle media, students' speaking abilities also improved. Descriptive and inferential statistical techniques were applied to these data in order to ascertain the significance of the differences between the pre-test and post-test. So that the average student pre-test score can be obtained in table below:

NO	NAME	PRE-TEST	POST-TEST
1	ANW	76	88
2	ABNFA	72	84
3	AL	80	92
4	AGA	84	96
5	DMZ	68	84
6	FI	72	88
7	FK	80	88
8	KRA	76	88
9	KAP	80	92
10	KCR	68	84
11	MW	76	80
12	NNA	84	92
13	NHM	76	92
14	NADA	72	88
15	RBA	68	84
16	SA	72	84
17	SZJ	76	80
18	SSM	68	88
19	TNAY	76	92
20	UJ	80	96
21	ZAA	80	92
22	ZA	72	88

Table 3. *The results of students' pretest and Post test learning*

Pre-Test

The test was carried out with the aim of knowing the students' initial abilities. After getting the student pre-test result data, the next step was analyzing the pre-test data.

NO	CLASS	TOTAL STUDENTS	MEAN
1.	X- Putri	22	75.27

Table 4. *Pre-Test Result*

The analysis begins with Table 2.1, which illustrates the average change in speaking scores before treatment. Using SPSS version 29, the researchers calculated the average within one group. It can be seen from Table 2.1 the pre-test results show that the students' average score before treatment was 75.27.

NO	Data	Frequency (Students)	Percent(%)
1.	68	4	18.2
2.	72	5	22.7
3.	76	6	27.3
4.	80	5	22.7
5.	84	2	9.1

Total	22	100.0

Table 5. *Data on student pre-test results are presented in table*

From the table above, it is known that the pre-test score. There were 4 students who got the lowest score is 68 (sixty-eight), and there were 2 students who got the highest score is 84 (eighty-four). Following the completion of the pre-test, the researcher's actions involve treating the students by presenting the stories that the researchers has provided and utilizing picture puzzles to deliver the material. The treatment was carried out for second and third meeting.

Treatment

The treatment was carried out on students in this study in the form of delivering material using picture puzzle and practicing to retell the folktale stories that has been given by researchers in second and third meetings. Treatment will start on May 15, 2024 and on May 22, 2024, Wednesday. Each treatment session lasts 80 minutes.

a) Opening (5 minutes)

The researchers opened the meeting by conducting a brief review of the previous pre-test activities. Researchers explains that today's activities will involve a new story, and students will use puzzle media to evaluate their understanding.

b) Material explanation (20 minutes)

In the second meeting, the researchers explained the narrative text material using Power Point according to the lesson plan that had been prepared. While, the third meeting, the researchers explained about language features of narrative text.

c) Explanation of assignments using media (35 minutes)

Researchers divide students into groups containing 4-5 members. The researchers gave each group a set of picture puzzles, and explained that their task this time was to assemble a puzzle and then write a narrative based on the sequence of pictures they had arranged use their own language. The researchers went around to provide guidance and ensure each group understood their assignment The picture puzzle can be seen in Picture 1.1 and Picture 1.2

Figure 2. *Keong Emas Malin Kundang*

At the second, the researchers used a picture puzzle from the story of the "Keong Emas" and the third meeting "*Malin Kundang*" story. Researchers used this story because this story was very familiar, making it easier for them to compose narrative texts.

e) Presentation and Evaluation (15 minutes)

Each group presented the results of their puzzle and the narrative they had written the teacher and other students provide feedback on each group's presentation. Discuss key points that emerged from each presentation, including common mistakes and how to correct them.

f) Closing (5 minutes)

The teacher summarizes the day's activities and emphasizes the key points of the story and narrative elements. Inform about the next learning activity.

It is hoped that by implementing this treatment, there will be a significant increase in student speaking learning achievement. Students are expected to be more active and motivated in the learning process, and able to apply the concepts they have learned in real situations.

Post-test

At this section, the final test is again given to students after being given treatment. The purpose of this final exam is to ascertain how using picture puzzles affects to improve students speaking skill of tenth grade at SMA Muhammadiyah 4 Porong.

NO	CLASS	TOTAL STUDENTS	MEAN
1.	X- Putri	22	88.18

Table 6. *Post-Test Result*

Based on the table above, the difference in the average scores achieved by students. The test results increased by 12,91, namely from the initial test 75,27 increased to 88,18. It demonstrated that the post-test mean score was higher than the pre-test mean.

NO	Data	Frequency (Students)	Percent(%)
1.	80	2	9.1
2.	84	5	22.7
3.	88	7	31.8
4.	92	6	27.3
5.	96	2	9.1
Total	22	100.0	

Table 7. *Data on student post-test results are presented in table*

From the table above, it is known that the post-test score. There were 2 students who got the lowest score is 80 (eighty), and there were 2 students who got the highest score is 96 (ninety-six). The data above explains that there was an increase in the students' lowest score during the pre-test, namely 68 (sixty-eight) to 85 (eighty-five). Likewise, the students' highest score, which was originally 84 (eighty-four) in the pre-test, increased to 96 (ninety-six) in the post-test.

Comparison of Pre-test and Post-test

In this section, the researchers performed a normality test to assess the data's dispersion and ascertain whether it adhered to a normal distribution. The test's results are shown in the table, which shows whether or not the data fits into a normal distribution. P-values above 0.05, denoted as Sig., indicate normally distributed data.

Class	Kolmogorov-Smirnova			Shapiro-Wilk		

	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test (X-Putri)	.151	22	.200*	.919	22	.071
Post-Test (X-Putri)	.166	22	.119	.927	22	.107

Table 8. *Normality Results*

Analysis revealed that a number of the groups had non-normal distributions, as shown by p-values in the Shapiro-Wilk of the pre-test data that were less than 0.05 that indicating non normal distribution. In particular, the Kolmogorov-Smirnov column's Experiment Pre-Test and Post-Test and the Shapiro-wilk column's post -test showed p-values above 0.05, indicating a normal distribution. Therefore, researchers used the Wilcoxon test to test the significance of differences in pre-test and post-test data values.

Post-Test and Pre-Test One Group Experiment
Z
Asymp. Sig. (2-tailed)
a. Wilcoxon Signed Ranks Test b. Based on negative ranks , t here is a statistically significant difference between the one group tested before and after treatment

Table 9. *Wilcoxon Test for Comparing and Detecting Differences Related One Sample*

Based on Table above, the results of the Wilcoxon test used to compare two groups of data that do not meet the assumption of normality show significant findings. This non-parametric test is used to see the effect of using picture puzzle media on the basis of the decision that if the significance value is <0.05 then the hypothesis is accepted, if the significance value is >0.05 then the hypothesis is rejected. Based on the data results in table 4.2, there is a significance value of 0.01 which is <0.05, so the hypothesis is accepted.

These results indicate that there was an increase in students' speaking scores when using picture puzzle media. It means, here was some improvement between the pre-test score and the post-test score, according to a comparison between the two.

Discussion

The importance of the ability to speak English in the world of work underlies the reasons for providing English language learning in schools. Low student speaking scores are often a problem for schools to overcome. Based on the results of pre-observations carried out by researchers in SMA Muhammadiyah 4 Porong, it was found that students experienced nervous and forgot about what they were going to speak when learning to speak English. Things that cause when students speak English are identified by assessment and evaluation from other students and Students often feel confused about what to say and how to start speaking English in class [21]. So, this gave rise to the researcher's idea to conduct research on picture puzzle media in improving speaking skill of the students.

In the pre-test stage, the researchers provided a folktale video and gave directions to students to pay close attention to the plot of the story. After observing the video, students are asked to retell the story using their own language. From the pre-test results, there were still many students who made mistakes in pronunciation. This is because they feel nervous, characterized by a trembling

voice and stuttering in speaking [22]. They were looked confused because they had forgotten the text they had compiled previously.

At the treatment stage, the researchers explain the narrative text material, text structure and linguistic characteristics in detail. In order to provide students with a comprehensive understanding of the material. After that, the researchers explained about the picture puzzle media which the researcher would apply in order to test the effect of using media to improve students' speaking skills. Students practice compiling story texts in their own language according to the picture puzzle they have compiled. This is useful for increasing students' creativity in speaking about narrative stories using the picture puzzle media being tested. Picture puzzle is beneficial for visual learners, but kinesthetic learners are more engaged when the puzzle pieces are physically handled [23].

Activities at the post-test stage are almost the same as the pre-test stage. However, the researchers provided a different narrative story to test the results of the influence of using picture puzzle media in improving speaking skill. The results at this stage, students' speaking skills have increased which can be seen in the results section. The visual form of picture puzzle media helps students to remember the narrative story lines [24]. Students also no longer feel nervous when speaking English. This indicates that the use of picture puzzle media has a good influence improves students' speaking skills compared to students who have not used picture puzzle media as a learning medium.

There are several studies which state that the use of picture puzzle media is good for teaching narrative text material. According to [25] the use of pictures helps students improve their speaking skills. From the results of research [26] that the pictorial narrative strategy can also help students improve their memory of learning material. Apart from that, research results [27] also state that through visualization of picture puzzles can help students compose text with their imagination. Therefore, this research supports the previous studies that picture puzzle media can train students' memory in the form of visual pictures when speaking English in front of the class. With the help of picture puzzle visualization, students can focus more and remember narrative stories.

Using picture puzzles as educational tools It has been demonstrated that using narrative texts helps students comprehend story structure better. Because they must connect pictures that represent the story, puzzles aid students in better visualizing the story's plot. Overall learning outcomes are enhanced when students participate in interesting and dynamic activities because they are more likely to be motivated and eager to learn. Students' cooperation is also promoted by the use of picture puzzles. Students must converse, debate, and share ideas when they put together puzzles in groups, [28]. Through group learning, this enhances their comprehension while also enhancing their communication skills.

Conclusion

It is clear from the above result that Picture Puzzle helps improving speaking skill of the students. The post-test results demonstrated a noteworthy distinction for the students who were taught speaking through picture puzzles. Students then experience an engaging and dynamic classroom as a result of the techniques and lessons employed. The use of picture puzzles improves students' speaking skill significantly. The study's result and discussion suggest that picture puzzles can be used to enhance students' speaking abilities in particular during the teaching and learning process.

The use of picture puzzles helps students understand narrative structure visually. So, it can increase their understanding of concepts structure and language features of the narrative text. This media encourages students to think creatively and connect puzzle pieces to form a coherent narrative. Puzzle preparation activities also can be used as an evaluation tool to measure students' understanding of narrative text material, such as providing teachers with insight into students' level of mastery of concepts.

Therefore, the use of picture puzzles as a learning medium is an innovation in teaching narrative text, which can open the door to school of new effective and interesting learning methods. The result from the use of picture puzzle media in teaching narrative text can be the basis for further research in the field of education, such as exploring its influence on students' communication skills or long-term effects on their narrative understanding.

Acknowlegdement

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