



A Systematic Literatur Review (SLR): Picture Books on the Speaking Skills of Elementary School Students

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Abstract: This literature review is motivated by the fact that students' speaking skills in elementary schools are still relatively low. Speaking skills are very necessary for elementary school students, to increase their self-confidence. This review aims to identify the influence of picture storybooks on speaking skills in elementary school students. This review uses a systematic literature review method using PRISMA, which was carried out on 23 articles obtained from Google Scholar via Publish or Perish. Keywords in the article search are "speaking skills," "speaking skills of elementary school students," and "picture story books." The results of this review are that picture story books are proven to significantly improve students' speaking fluency and make them more confident in telling stories. Students who initially felt embarrassed or afraid of making a mistake became braver in trying to tell the story again because interesting visuals supported it. The implications of mastering speaking skills since elementary school have a long-term impact on student development, both in academic, social, and community life. The conclusion from this literature study is that picture storybooks influence elementary school students' speaking skills. The recommendation of this literature review is that picture storybooks can be used as alternative learning media used in the learning process.

Abstrak: Kajian literatur ini dilatarbelakangi dengan keterampilan berbicara siswa di sekolah dasar masih tergolong rendah. Keterampilan berbicara sangat diperlukan bagi siswa sekolah dasar, untuk meningkatkan kepercayaan diri mereka. Review ini bertujuan untuk mengidentifikasi pengaruh buku cerita bergambar terhadap keterampilan berbicara pada siswa sekolah dasar. Review ini menggunakan metode *systematic literature review* dengan menggunakan PRISMA yang dilakukan terhadap 23 artikel yang diperoleh dari Google Scholar melalui Publish or Perish. Kata Kunci dalam pencarian artikel adalah "keterampilan berbicara", "keterampilan berbicara siswa sekolah dasar", dan "buku cerita bergambar". Hasil review ini ialah buku cerita bergambar terbukti secara signifikan meningkatkan kelancaran berbicara siswa, serta membuat mereka lebih percaya diri dalam menyampaikan cerita. Siswa yang awalnya merasa malu atau takut berbuat salah menjadi lebih berani mencoba bercerita kembali karena didukung oleh visual yang menarik. Implikasi penguasaan keterampilan berbicara sejak sekolah dasar memiliki dampak jangka Panjang terhadap perkembangan siswa, baik dalam bidang akademik, sosial, maupun kehidupan bermasyarakat. Kesimpulan dari kajian literatur ini adalah buku cerita bergambar berpengaruh terhadap keterampilan berbicara siswa sekolah dasar. Rekomendasi kajian literatur ini buku cerita bergambar dapat dijadikan sebagai media pembelajaran alternatif yang digunakan dalam proses pembelajaran.

A. Introduction

Language plays an important role in human life as a means of communication in various daily activities. Language is seen as an effective means of expressing ideas and feelings, both real and abstract. In learning Indonesian, four main skills are interconnected, namely listening, speaking, reading, and writing (Hoerudin, 2023; Khairani et al., 2024). One of the skills that is focused on in this literature review is speaking. Speaking is the skill of conveying words, thoughts, ideas, and feelings in the form of expression. This skill is part of the communication process that involves conveying messages. The main purpose of speaking is to establish communication with other people and facilitate interactions between individuals. In general, speaking aims to provide information, entertain, and convince listeners (Anjelina & Tarmini, 2022).

Speaking skills are the result of the learning process. Although every physically and psychologically healthy language user can speak, not everyone has good speaking skills. The essence of speaking skills is the ability to organize and convey ideas logically and systematically, use language according to applicable rules, and adapt it to the context of communication. In addition, these ideas must be expressed clearly and smoothly. This skill is very important for students to master in the learning process at school (Harianto, 2020). Therefore, speaking skills must be possessed by everyone, and speaking must also be in the correct language arrangement so that others can easily accept the language.

Speaking skills are the ability to produce a structured series of articulatory sounds to express desires, needs, feelings, and intentions to other people. This ability is also supported by self-confidence so that a person can speak naturally, honestly, accurately, and responsibly, as well as being able to overcome psychological obstacles such as shyness, low self-esteem, or tension. When conveying information orally, a speaker must communicate it clearly and correctly so that the listener can understand the message. To be a good speaker, a person must also be able to absorb information critically and effectively (Nursalim et al., 2024).

Speaking skills are indispensable for elementary school students, to boost their confidence. This is important because students at this level tend to interact more socially, both in the school environment and outside of school. In addition, they are also often asked by teachers to do assignments in groups. Therefore, speaking skills are one of the most important aspects to develop (Antika et al., 2024). Speaking skills have an important role in forming a future generation that is intelligent, creative, critical and cultured. By mastering this skill, students can express their thoughts and feelings intelligently and according to the context and situation when speaking. Apart from that, speaking skills also contribute to building a creative generation so that they are able to communicate clearly, coherently, and easily understood. Not only that, but this skill also encourages the formation of a generation that thinks critically because they can convey ideas, thoughts, and feelings in a structured and systematic manner to other people (Permana, 2015).

Research by Ummah et al (2020) shows that students' speaking skills in elementary school are still relatively low. Various obstacles cause this, namely, students have difficulty

coming up with ideas, choosing words, and lack confidence. One of the solutions provided is to make creative and innovative learning. Several factors that influence students' speaking skills include (1) internal factors, such as shyness, doubt, lack of self-confidence, fear, fear of being bullied by friends, or unpreparedness in mastering learning material, and (2) external factors originating from the environment and family, for example, lack of attention and minimal affection received by students (Anjelina & Tarmini, 2022; Ferina et al., 2020)

However, to achieve the desired speaking ability, the role of skilled teachers is needed in arranging learning activities and preparing learning media (Dahlia et al., 2023). This is in line with the views of Wulandari et al (2023), who stated that the use of appropriate learning media is very helpful for students in the teaching and learning process. Learning media also makes it easier for teachers to convey subject matter more clearly and effectively. Fadilah et al (2023) also emphasized that learning media is one of the important components in the teaching and learning process. Currently, learning is no longer limited to the use of books and whiteboards because there is already a variety of learning media available that educators can use. One of the learning media that can be used is picture storybooks.

Picture storybooks are books that present interrelated text and images. Images alone are not enough to tell a story without being accompanied by text, so images and text in picture storybooks complement each other (Nurgintoro, 2019). Picture storybooks are a type of book that combines pictures and text in an integrated manner, where both complement each other to form a complete storyline (Adipta et al., 2016). Picture storybooks can attract students' interest in learning, as they not only consist of paragraphs but are also equipped with pictures. This book is designed to stimulate and enrich children's imagination (Shawmi et al., 2021). All those things are intended to achieve the goal of learning (Tarigan, 2018).

According to Mawati (2023), apart from being attractive, picture storybooks also have several benefits, including a) Helping students' emotional development, b) Making it easier for students to gain pleasure, and c) Helping students get to know the world and stimulating their creativity and imagination during the learning process. Picture storybooks provide various benefits for students, including increasing learning motivation and helping them understand the material more easily. Thus, picture storybooks can have a positive impact on young children and contribute to their cognitive development. As a visual medium, images in picture storybooks have various functions, such as attracting students' attention, facilitating understanding, clarifying important parts by enlarging or reducing images, and simplifying long explanations with more concise illustrations (Khadijah, 2024).

There has been much research on the effectiveness of picture storybooks in the world of education, such as research conducted by Apriatin et al (2021), which concluded that there was an influence of picture storybooks on reading comprehension skills in class III students' Indonesian language learning at SDN Gugus 04 Pujut District for the 2020/2021 academic year. Other research was also conducted by Oktaviani (2023), who concluded that the use of Picture Story Book media was practically used by students and teachers in the process of learning fairy tale text writing skills. However, studies regarding the role of picture storybooks in developing speaking skills are still relatively limited. This literature review

aims to specifically analyze how picture storybooks can contribute to improving elementary school students' speaking skills.

Based on the above explanation, it can be seen that picture storybooks have great potential to improve the speaking skills of elementary school students. However, further review is needed to strengthen the empirical evidence regarding the effectiveness of this medium. This literature review will help identify the extent to which picture storybooks can contribute to students' speaking skills. Through this literature review, it is hoped that deeper insight will be gained regarding the role of picture storybooks in elementary school learning. With a more systematic mapping of previous research, teachers and educational practitioners can understand the best way to use picture storybooks as a learning medium based on speaking skills.

Based on this phenomenon, this review was carried out to identify the influence of picture storybooks on speaking skills in elementary school students. The purpose of the review is to obtain the results of the analysis of previous research on the influence of picture storybooks on the speaking skills of elementary school students. Thus, this study can provide a comprehensive picture of the effectiveness of picture storybooks in supporting the development of students' speaking skills.

B. Method

This review uses the Systematic Literature Review (SLR) method. A systematic literature review is a methodology and development carried out to collect and evaluate studies related to a specific topic (Ramayanti et al., 2023). It is a systematic way to collect, critically evaluate, integrate, and present findings from various research studies on research questions or topics of interest (Pati & Lorusso, 2018).

The data sources used are sources that can answer research questions and other related references. This review data is taken from the Google Scholar database through the Publish or Perish application, published from 2019 to 2024 as the main source of information. The keywords used are "*speaking skills*," "*elementary school students' speaking skills*," and "*picture story books*."

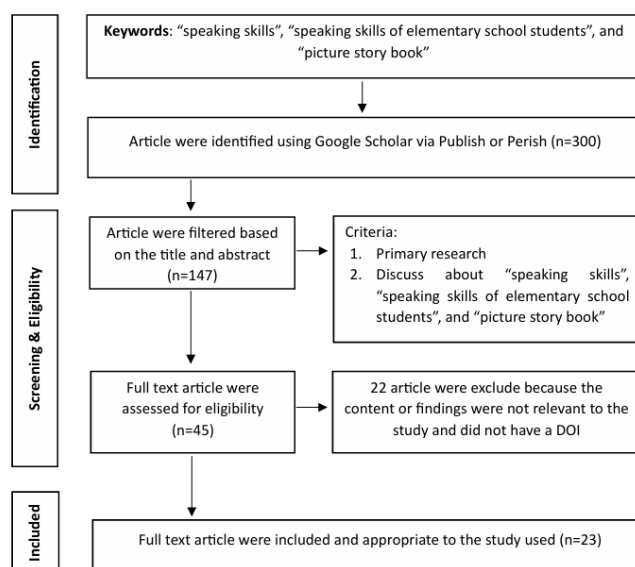


Figure 1. Prisma Diagram

C. Result

Data Analysis

Data analysis was carried out systematically using a simplified approach. Search results for articles discussing the use of picture story books and elementary school students' speaking skills on Google Scholar via publish or perish, which resulted in 300 articles. There are keywords in finding articles, namely speaking skills, speaking skills of elementary school students, and picture storybook.

Critical Appraisal

Critical appraisal uses the Preferred Reporting Items for Systematic Literature Review (PRISMA) approach to examine the significant influence of picture storybooks on the speaking skills of elementary school students. Twenty-three articles are included in the criteria. Table 1 discusses each article.

Literature Review Results

As a result of a literature review of 23 articles, the author found the influence of picture storybooks on elementary school students' speaking skills. Each result produced three major themes, namely, the impact of picture storybooks in the learning process, elementary school students' speaking skills, and the implementation of picture storybooks on elementary school students' speaking skills.

The findings in the first thematic are that there is an impact of picture story books in the learning process, namely: increasing awareness and understanding, interesting and interactive resources, increasing interest and learning outcomes, contextual approaches and diversity, and valid and effective learning media. The findings in the second thematic

showed that elementary school students' speaking skills were generally in the "sufficient" category, with only a few students reaching the "good" level. There are obstacles to learning, both internal and external factors. Speaking skills are not only important for everyday communication, but also prepare students for future academic and social challenges. Findings in the third thematic picture story books were proven to significantly improve students' speaking fluency, as well as make them more confident in telling stories. This media is able to increase motivation, facilitate understanding, and create a more interactive and enjoyable learning atmosphere.

Table 1. Data Analysis Matrix in Articles Used in Literature Reviews

No	Researcher	Journal	Research Results
1	Yovinka Putri Ramadhani and Eunice Widyanti Setyaningtyas (2021)	Journal of Teacher Studies and Learning	This research reveals that the development of picture storybooks that raise the material "clean and healthy living in my home" aims to increase the health awareness of elementary school students, especially in grade II. The illustrated storybook that has been developed has very good quality based on the validation results obtained. In addition, this book is also equipped with interesting illustrations and stories that provide benefits for students.
2	Grace Amialia A. Neolaka and Benedicta Aryningtyas Jiwantono (2023)	Journal Elementaria Edukasia	This study shows that the resulting picture story books can meet the needs expected by teachers and students of SD Karawang's second grade, namely children's reading books that can be used as learning resources on the topic of a healthy and clean environment. In addition, this illustrated storybook is also worth using as a learning resource because it is appropriate for characteristics and student needs and is informative.
3	Nilawan Sahbana Putri, Khairun Nisa, and Nurwahidah (2023)	Education Journal	This research produced teaching materials in the form of picture storybooks that are valid and easy to use in Indonesian learning. This illustrated storybook is recognized as a valid and effective learning resource to support the Indonesian learning process in the classroom and ensure maximum understanding and motivation of students.
4	Astari, N. M. D. A., Lasmawan I.W., and Ardana I.M. (2023)	PENDASI: Indonesian Journal of Basic Education	This research produced a product in the form of a picture storybook that raised the local wisdom of Kecak, intended for the dimension of the Pancasila student profile in the aspect of global diversity for grade IV elementary school students. This book

No	Researcher	Journal	Research Results
			functions as a companion material that teachers can use as a tool to instill the values of the Pancasila student profile, especially in the dimension of global diversity. Thus, students can better understand the various dimensions of the character of global diversity and recognize examples of its application in daily life that are relevant to their environment
5	Zahra Yuniar Panca Hidayat, Idah Faridah Laily, and Inayatul Ummah (2022)	Journal of Integrated Elementary Education	This study proves that using picture storybooks as learning media has a positive impact on the reading interest of grade III students at MI Nurur Rohmah, Cirebon City. Therefore, picture storybooks can be used as learning media in the classroom to create a more interesting, fun, and interactive learning atmosphere.
6	Ida Bagus Komang Sanjaya, I Made Darmada, and I Made Suarta (2022)	Scientific Journal of Citra Bakti Education	This study shows that a children's picture storybook entitled "Manggala Galang Kangin" has a significant impact on improving student learning outcomes. This is due to the presence of local cultural elements that are integrated into the story, which reflects the daily lives of students. This approach to learning is known as contextual learning, which emphasizes a close connection with the local culture so as to help students learn according to their environment.
7	Indah Ansari and Sujarwo (2022)	Journal of Integrated Education and Learning (JPPT)	This study concludes that picture storybooks with the theme "Clean and Healthy Living" have been considered very feasible as a thematic learning medium for grade II elementary school students. Teachers can use this picture storybook as an effective learning tool to increase student's interest and understanding of clean and healthy living materials.
8	Lutfi Gusmawati, Ina Magdalena, and Dilla Fadhillah (2023)	Pendas: Scientific Journal of Basic Education	This study shows that the use of picture storybook media affects students' reading comprehension ability in Indonesian learning in grade IV of SDN Curug Kulon II, Tangerang Regency. Picture storybooks help students understand the content of the story more easily, making it easier for them to answer the questions given.
9	Gigih Wicaksono dan Sukarir Nuryanto (2020)	Joyful Learning Journal	This research shows that interactive picture storybooks are very appropriate as a learning medium. This book received a positive response from teachers and

No	Researcher	Journal	Research Results
			students and has proven to be effective in the learning process.
10	Hidayah Mulyaningsih and Enny Zubaidah (2021)	LITERA: Journal of Language Research, Literature, and Teaching	This study shows that the use of picture storybooks has proven to be effective and can be used as a learning medium to improve reading comprehension skills and learning outcomes of students at the elementary school level.
11	Ghea Sandra Pratiwi, Endang Hidayat, and Agus Muharam (2021)	Renjana Pendidikan 1: Proceedings National Seminar on Basic Education PGSD UPI Campus in Purwakarta	This study found that the speaking skills of grade IV students of SDN 1 Munjuljaya were generally adequate, with only 1 in 5 students achieving the good category. Students' difficulty speaking is mainly caused by internal factors such as lack of vocabulary and confidence, as well as external factors such as monotonous teaching methods of teachers and lack of support from family. To improve speaking skills, students are advised to practice more often, while teachers are encouraged to use interactive methods.
12	Deva Elfrisca, Erdhita Oktrifianty, and Dilla Fadhillah (2023)	Education Journal	This study emphasizes the importance of developing speaking skills in primary education as part of the curriculum Thematic. Improving these skills will not only help students in daily communication but also prepare them for future challenges. Efforts to improve speaking skills must involve support from teachers and the family environment to overcome existing obstacles.
13	Nadya Anjelina and Wini Tarmuni (2022)	Basicedu Journal	This study found that the speaking skills of grade V students at SDI Annajah West Jakarta were mostly adequate, with eight students in the good category, 12 students in the fair category, and six students in the poor category. The obstacles faced by students include a lack of fluency, intonation, and confidence when speaking. Factors that cause this difficulty include shyness, lack of support from the environment, and less varied teaching methods. To improve speaking skills, it is recommended to use interesting learning media such as *pop-up books* and interactive methods such as discussions and role-playing, as well as provide rewards to increase student motivation.
14	Fitri Khoiroh Sayidah Harahap, Nabila	Journal of Education, Social	The study concluded that the speaking skills of high-grade students in elementary

No	Researcher	Journal	Research Results
	Ulkhaira, Putri Puspitasari, and Juni Sahla Nasution (2024)	Sciences, and Community Service	school involved more than simple communication; These skills include social interaction, courage, material understanding, and critical thinking. These skills are essential for the development of communication, deeper understanding of the material, and intellectual stimulation of students. The study also identified four effective speaking methods: impromptu speaking, unpreparedness, reading the script, and based on rote. With the right methods, students can improve their confidence and communication skills, which are essential for future academic and social success.
15	Nur Azimatul Ummah, Syamsul Ghufron, Suharmono Kasiyun, and Dewi Widiana Rahayu (2020)	Wanastra Journal: Journal of Language and Literature	This study reveals that students have difficulty conveying their ideas orally, so effective treatment is needed to help them hone their speaking skills. Therefore, appropriate learning strategies and methods must be applied to train and improve students' speaking skills.
16	Siti Salwa Sabilla, Sri Rahayu Kusmiati, and Megan Asri Humaira (2023)	Journal Karimah Tauhid	This study shows that students' speaking skills at SDN Cipayung 06 still need to be improved. Although most students can convey information clearly, their intonation and articulation are still weak, with some students reading poetry too quickly or stammering. The advantage of learning to speak through poetry is that students can convey ideas creatively and clearly and use their vocal voices well. However, the downside is the lack of response from listeners due to students' shyness, which affects their ability to attract the attention of peers.
17	Ayu Saradina Larosa and Rossi Iskandar (2021)	Basicedu Journal	This study found that the speaking skills of students at SDN Pengadegan 07 Pagi need to be improved, especially in intonation and articulation, because they often read rhymes quickly and stammer. Although students can convey ideas clearly and creatively and use their vocal voices well, the drawbacks are a lack of response from listeners and a reading speed that is too fast.
18	Maria Veronica Oktaviani, Abdul Muktadir, and Pebrian Tarmizi (2020)	Journal of Teacher Studies and Learning	This study proves that illustrated children's stories have a significant influence on students' speaking skills. Students show high enthusiasm when listening to picture

No	Researcher	Journal	Research Results
			stories and become more focused and concentrated so that when given the opportunity to retell, they do so more easily and smoothly. In fact, students who initially felt embarrassed or afraid to make mistakes became more daring to try to retell the content of the story. They are able to remember the storyline through pictures, structure sentences more regularly, and choose the right words because their imagination is stimulated by the images they see.
19	Eka Mei Ratnasari and Enny Zubaidah (2019)	Scholaria: Journal of Education and Culture	This study shows that picture storybooks significantly improve speaking skills. Children who learn with Picture storybook media are more fluent and confident in speaking, as well as better at composing sentences and expressing opinions. This proves that picture storybooks are effective as a learning medium to develop speaking skills.
20	Nurul Hidayati, Septy Nurfadhillah, and Asih Rosnaningsih (2024)	Pendas: Scientific Journal of Basic Education	This study shows that using picture storybooks as a medium for learning Indonesian can improve the speaking skills of grade IV students at SDN Belendung, Tangerang City. Overall, students' speaking skills with picture storybook media are considered quite good, although some students still need to improve, especially in terms of fluency and confidence when speaking in front of the class.
21	Alfiah Khairani, Andika Harizal Siregar, Manna Wassalwa, Juni Sahla Nasution (2024)	Bima Journal: Center for Publication of Language and Literature Education	This study proves that learning media in the form of picture storybooks significantly affects children's speaking ability in high grades. Storytelling activities utilizing picture storybooks in peer groups can stimulate children's thinking skills. Illustrations in storybooks help children understand language and how to convey it more effectively than stories that only contain text.
22	Vivi Dian Pratiwi, Enawar, Dilla Fadhillah, and Sumiyani (2021)	Berajah Journal	This study shows that the speaking skills of grade III students in storytelling are quite good. From 7 aspects of assessment, namely: suitability of story content, accuracy in mentioning story details, proper logical flow, understanding of the overall meaning of the story, right word choice, sentence accuracy, and fluency in

No	Researcher	Journal	Research Results
			speaking, it was found that out of 20 students, as many as eight students were not able to meet the standard of speaking skills through storybooks.
23	Luh Ari Parwati, Ida Bagus Putrayasa, I Wayan Suastra (2021)	PENDASI: Indonesian Journal of Basic Education	This research has succeeded in producing a valid and practical picture book for learning. It is expected to improve the speaking skills of grade I elementary school students. This book is designed to engage students and support a more interactive and effective learning process.

D. Discussion

1. The Impact of Picture Storybooks on the Learning Process

Picture storybooks in the learning process. Based on the 10 articles reviewed, it can be concluded that picture storybooks are an effective and useful learning medium in improving various aspects of learning and can be used as one of the media that can be used in the learning process in the classroom. The following are the impacts of picture storybooks on the learning process: a) Increasing Awareness and Understanding. The picture storybook "Clean and Healthy Living" has succeeded in increasing the health awareness of grade II elementary school students, especially in terms of maintaining a clean and healthy home environment. This storybook is also very suitable as a thematic learning medium because it can increase students' interest and understanding of the material being taught, b) Engaging and Interactive Learning Resources. Picture storybooks are developed according to the needs of teachers and students, especially as informative and relevant learning resources for topics such as healthy environments, local wisdom, and global diversity. This picture storybook also received a positive response because it presented interesting illustrations and easy-to-understand stories, which motivated students to learn, c) Increasing Interest and Learning Outcomes. The use of picture storybooks has been proven to have a positive impact on increasing students' interest in reading, especially in grades III and IV of elementary school, as well as in madrasah ibtidaiyah. This book also has a significant effect on students' reading comprehension skills, making it easier for them to understand the content of the story and answer questions better. Referring to [Apriliani & Radia \(2020\)](#) view that picture storybooks can increase students' interest in reading, d) Contextual Approach and Diversity. Picture storybooks that raise elements of local culture and local wisdom, such as kecak or culture-based stories "Manggala Galang Kangin," help students learn contextually. This increases students' connection to their environment and culture and supports more relevant and meaningful learning. In addition, this book plays a role in instilling the values of the Pancasila student profile, especially the aspect of global diversity, to form a more inclusive and insightful student character, and d) Valid and Effective Learning Media. According to the view of [Kustandi & Stjipto \(2020\)](#), learning media is a tool

that helps the teaching and learning process so that it can achieve learning goals better and more perfectly. Overall, picture storybooks are recognized as valid, valid, and effective learning media in supporting Indonesian language learning and thematic learning in the classroom. This book also serves as a tool for teachers to create a more fun, interactive, and creative learning atmosphere so that it can improve overall student learning outcomes.

2. Speaking Skills of Elementary School Students

The speaking skills of elementary school students are generally in the "moderate" category, with only a few students reaching the "good" level. Obstacles that are often encountered include lack of vocabulary, inappropriate intonation, limited fluency in speaking, and low self-confidence. Internal barriers that affect students' speaking skills are a lack of vocabulary and confidence, as well as shyness. On the other hand, external factors such as monotonous teaching methods, lack of variety of learning media, and lack of support from the family environment also have an impact on students' speaking skills.

To improve speaking skills, it is recommended to use interactive methods such as discussions, role plays, and impromptu speech. Interactive learning is a learning method involving teachers and students in the learning process. Interactive learning methods are learning techniques or methods that teachers can use to deliver material by involving students to be actively involved (Aminatun et al., 2022). Interesting learning media, such as pop-up books, can also be used to motivate students to be more active in speaking in class. Learning to speak through poetry and rhymes can train students to use intonation, articulation, and vocal expression creatively. However, this method needs to be balanced in a way that is able to reduce shyness so that students are more responsive and confident when speaking in front of friends.

Support from teachers and families is essential in improving students' speaking skills. Teachers need to implement more varied and interactive teaching methods, while families are expected to provide motivation and opportunities for children to practice speaking at home. Speaking skills are not only essential for everyday communication but also prepare students for future academic and social challenges. Improving speaking skills should be the focus of learning to support the development of student's critical thinking skills and social interaction.

3. Picture Storybook on Speaking Skills of Elementary School Students

Picture storybooks are proven to significantly improve students' speaking fluency, as well as make them more confident in telling stories. Students who initially felt embarrassed or afraid to make mistakes became more daring to try to tell the story again because interesting visuals supported it. Illustrations on picture storybooks help stimulate students' imaginations, making it easier for them to remember the storyline. This makes students able to structure sentences more regularly and choose more appropriate words when telling stories because the images presented increase their focus and concentration.

The use of picture storybooks in Indonesian learning at the elementary level, especially in grades III and IV, shows a significant improvement in students' speaking skills. However, some students still need to improve their fluency and confidence when speaking in front of the class. Specially designed picture books have proven to be valid and practical for use in interactive learning, especially for grade I elementary school students. This media not only attracts students' interest but also encourages a more effective and enjoyable learning process.

Overall, picture storybooks are very effective learning mediums for developing the speaking skills of elementary school students. This media can increase motivation, make it easier to understand, and create a more interactive and fun learning atmosphere.

E. Implication

The implications of mastering speaking skills since elementary school have a long-term impact on student development, both in academic, social, and community life. Therefore, teachers are advised to more actively integrate picture storybooks into discussion-based learning, storytelling, and role-playing in order to improve students' oral speaking skills.

F. Limitation and Suggestion for Further Research

This study has limitations that need to be considered, namely the number of studies that specifically examine the use of picture books to improve elementary school students' speaking skills is still limited, so the findings may not be widely generalizable. To overcome this limitation, further research can Expanding the literature search by including studies from various languages and cultural backgrounds can increase diversity.

G. Conclusion

The results of a literature review of 23 articles found the influence of picture storybooks on elementary school students' speaking skills. Picture storybooks have been proven to significantly improve students' speaking fluency, as well as make them more confident in telling stories. Students who initially felt embarrassed or afraid of making a mistake became braver in trying to tell the story again because interesting visuals supported it. Apart from that, it can increase awareness and understanding, interesting and interactive resources, interest and learning outcomes, contextual approaches and diversity, and valid and effective learning media. This media is able to increase motivation, facilitate understanding, and create a more interactive and enjoyable learning atmosphere.

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