

IMPROVING STUDENTS' SPEAKING SKILL IN RETELLING STORY THROUGH PICTURE SERIES

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ABSTRACT

The research paper is entitled “Improving Students’ Speaking Skill in Retelling Story Through Picture Series”. It is submitted to English Education Study Program Faculty of Teachers Training and Education Sciences Bale Bandung University in partial fulfilment of the requirements for taking the Degree of *Sarjana Pendidikan*. The aims of this research are to find whether or not the use of retelling story is effective to improve students’ speaking skill and to find whether the students’ response toward the use of retelling story to improve students’ speaking skill. The research instrument were test (pre-test and post-test) and questionnaire to answer the research questions. This research was conducted in the second grade of MTS Al Ikhsan Arjasari on the 11th September 2021 to 9th October 2021 and there were 30 students in the class. Based on the data analysis that retelling story through picture series is effective in improving students’ speaking skill. It can be seen that the mean score of pre-test is 50.80 and the mean score of post-test is 71.90 and the scores of t observed is 17.59 and the value of t observed is bigger than t table ($17.59 > 2.045$). Furthermore, the result of questionnaire given to the students, the researcher got the result that almost all of the students 79.4% s gave positive response toward speaking in retelling story through picture series. Almost all of the students agreed that retelling story through picture series helped students to be able to speak better.

Keywords : speaking skill, retelling story, picture series

BACKGROUND

Language is mean of communication. Creating good communication means having an ability to enrich a lot of knowledge about language. In global era, English language becomes the most important language for communication. Therefore, it is necessary to master English for better communication. The students should master the four basic language skills, those are: listening, speaking, reading, and writing. Listening and reading activities are very important to speak and write effectively. Many people are not fluent in a particular language because they do not listen a lot of that language.

Speaking is used for many different purposes. Each purposes can be used by people to business, to persuade someone about something, to express opinion, or even to clarify some information

The researcher investigates some of the problems students encountered in speaking activities. There are the students paid less attention to the English teacher, related to the teaching materials, the students lacked in vocabulary, the students also still had poor ability pronunciation. They often made mistakes in pronouncing words.

Retelling story technique has been known as one of teaching activities in second or foreign language classes. One of the reasons is because it relies so much on words, offering a major and constant source of language experience for children (Wright, 1995, cited from Jianing, 2007). Miller and Pennycuff (2008) say that retelling story in the classroom is one way to improve speaking ability. In line with this, Pellowski (cited from Eliwarti, 2013) said that retelling story is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students. He also believes that retelling story is one of the arts or crafts of narration of stories in verse/and prose (Pellowski, in Eliwarti, 2013). As Eliwarti (2013) says, retelling story is part of speaking activities. It means, in this research, retelling story can play an important role performance based on assessment of speaking.

According to Wright states that the picture is “the basis of all the activities involves the teacher, tape or written text describing the content of a picture, with the picture illustrating the meaning of the new language. Alternatively, one or more pictures might illustrate a dialogue or story; if the dialogue and pictures are understood then it is hoped that the language which is new to the student will also be understood. Picture also can motivate student want to pay attention and want to take part. Picture can be used to motivate the learner and to remind him or her what want to say. A more demanding activity is when the student tries to remember a number of lines of text and is prompted by a series of pictures. Series of pictures is the sequence of the pictures that illustrate a story (or a process).

Based on those reason, the writer try to find new technique to make speaking easier than before.

LITERARY REVIEW

To avoid the misunderstanding in interpreting the problems that the researcher gets, it is important to clarify the terms used in this paper. The researcher some of them as follows :

Speaking	: According to David Nunan (2003:48) defines that “the speaking is the productive aural/oral skill”. It consists of producing systematic verbal utterances to convey meaning.
Retelling Story	: According to Miller and Pennycuff (2008), retelling story in the classroom is one way to improve the oral language.
Picture Series	:Wright (1989:2) states that pictures contribute for the students to give interest and motivation, a sense of the context of the language, and a specific reference point of stimulus.
Narrative Text	: According to Rebecca (2003), a narrative text is a text, which relates a series of logically and chronologically related events that are caused or experienced by factors. She furthermore, states that a key to

	<p>comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, she explains that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem</p>
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RESESRACH METHODOLOGY

Research Design

In this research, the writer used pre-experiment method to achieve the goal by using “one group pre-test and post-test design”. The writer did an experiment in a single group only. To know if there is any significant influence of retelling story on the students’ speaking skill, the writer used the comparative technique in order to analyze and compare the students’ scores before being taught by using retelling story as technique and picture series as media of the second grade of MTS Al Ikhsan Arjasari.

Population and Sample

The population of this research is the second grade of MTS Al Ikhsan arjasari . and the sample of this research is the second grade has only one class. So, the researcher took all the students in the second grade.

The Data Analysis of Test

The data obtain from the test will be process using t-test for the independent group. The writer analyzes and compares the score of experimental class. This technique is useful to prove statistically, whether there are any significant differences between the students’ score before and after the treatment.

For the dependent t-test, a research can use the following formula :

$$t = \frac{x_1 - x_2}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

where :

x_1 = the mean of the pre-test scores

x_2 = the mean of the post-test scores

ΣD^2 = the sum of the squares of the differences between pre-test scores and post-test scores

$(\Sigma D)^2$ = the squares of the sum of the differences between the pre-test scores and post-test scores

N = the number of pairs of scores

DF = the degree of freedom

DF = $N - 1x$

(Naqsabandi, 2015 : 14)

The Data Analysis of Questionnaire

The questionnaire focuses to find out the students' responses toward the use of retelling story through picture series in improving students' speaking skill. The data analysis on questionnaire is using percentage as follow :

Where :
$$X = \frac{Y \times 100}{z}$$

x = percentage (quality of answer)

y = given amount (total of respondents answer)

z = total amount (total respondent)

R% (percentage of respondent criterion)

Bellow is the percentage criterion interpretation based on Sudjana (2001:129)

Table 3.4

Interpretation of criteria

R%	Criterion
0	None
1-25	Small number of
26-49	Nearly half of
50	Half of
51-75	More than half of
76-99	Almost all of
100	All of

Thus, there are is the formulas and the steps o the test and questionnaire of analyzing the data in this research.

RESEARCH FINDING AND DISCUSSION

The aims of this research is to find out whether or not the use of retelling story is effective to improve students' speaking skill and to know whether the students' response toward the use of retelling story to improve students' speaking skill in the second grade of MTS Al Iksan Arjasari, pre-experimental is chosen as the research method in this research. The research is conducted in Bale Bandung university on 11th September 2021 to 9th October 2021.

The Data of Pre-test

The aim of the research is to know the students' writing skill in descriptive text before treatment. The forms of the test is oral test, students' are asked to retelling a story that has been given by the researcher before. The table below is the pre-test score of 30 students.

Table 1. The pre-test scores base on speaking criteria

No	Subject	Criteria					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	3	2	2	1	2	40
2	Student 2	2	2	2	2	2	40
3	Student 3	2	3	3	2	3	52
4	Student 4	3	3	3	2	3	56
5	Student 5	2	3	2	2	3	48
6	Student 6	2	2	3	3	3	52
7	Student 7	2	2	2	2	2	40
8	Student 8	3	2	3	2	3	52
9	Student 9	3	3	3	2	3	56
10	Student 10	3	3	3	2	3	56
11	Student 11	2	2	2	2	2	40
12	Student 12	2	2	3	2	3	48
13	Student 13	3	2	3	2	3	52
14	Student 14	2	2	3	2	3	48
15	Student 15	3	2	3	2	3	52
16	Student 16	2	2	2	2	2	40
17	Student 17	2	2	2	2	2	40
18	Student 18	3	2	3	2	3	52
19	Student 19	4	3	4	3	4	72
20	Student 20	3	3	3	2	3	56
21	Student 21	2	3	3	2	3	52
22	Student 22	4	3	3	2	3	60

23	Student 23	4	3	4	3	4	72
24	Student 24	3	2	3	2	3	52
25	Student 25	2	3	3	2	3	52
26	Student 26	2	2	2	2	2	40
27	Student 27	2	2	2	2	3	44
28	Student 28	2	2	3	2	3	48
29	Student 29	3	2	3	2	3	52
30	Student 30	3	3	3	3	3	60
N=30	TOTAL						1524
	MEAN						50.80

As mentioned in the table, showing the result of the students' from 30 students there was several who had bad and good scores. The high score was reached by students 19 and 23 (72) and the lowest score was reached by students 1,2, 7,11,16,17and 26 (40). Meanwhile the mean of pre-test was 50.80. It means that students pre-test scores were under the criterion of minimum score *KKM* (*Criteria of Minimum*) because the criteria of minimum score of English subject was 65.

Table 2 The Post-Test Scores Based On Speaking Criteria

No	Subject	Post-test score (X_1)					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	Student 1	3	3	3	3	4	64
2	Student 2	3	3	3	3	3	60
3	Student 3	3	3	4	3	4	68
4	Student 4	4	4	4	4	4	80
5	Student 5	4	3	4	3	4	72
6	Student 6	3	3	4	3	4	68
7	Student 7	3	3	4	3	4	68
8	Student 8	3	4	4	3	4	72
9	Student 9	4	3	4	3	4	72
10	Student 10	4	4	4	4	4	80
11	Student 11	C	3	4	3	4	72
12	Student 12	3	3	4	3	4	68
13	Student 13	4	4	4	4	4	80
14	Student 14	3	3	3	3	4	64
15	Student 15	4	4	4	3	4	76
16	Student 16	4	3	4	4	4	76
17	Student 17	3	3	3	3	3	60
18	Student 18	4	3	4	3	4	72
19	Student 19	4	4	4	4	4	80
20	Student 20	4	4	4	3	4	76
21	Student 21	3	3	4	3	4	68
22	Student 22	4	3	4	3	4	72
23	Student 23	4	4	4	4	4	80
24	Student 24	4	4	4	3	4	76
25	Student 25	3	3	4	4	4	72
26	Student 26	3	3	4	3	4	68
27	Student 27	4	3	4	4	4	76
28	Student 28	4	4	4	3	4	76
29	Student 29	4	3	4	3	4	68
30	Student 30	4	4	4	3	4	72
N=30	TOTAL						2156
	MEAN						71.90

Based on table 2, which were taken during the study in September. It showed the result of students of the post-test score. From 30 students there were several students who had a good and bad score. the high score was reached by students 4, 10, 13, 19 and 23 (80) and the lowest score was reached by students 2 and 17 (60). Meanwhile the mean of post-test was 71.90. it means that the students' speaking skill especially retelling story have a significant result after the treatments using picture series.

The comparison of the test result can be seen in the table bellow :

Table 3 The Comparison Of The Result

No	Name	Pre-test Scores (X ₁)	Post-test Scores (X ₂)	D=(X-Y)	D ² =(X-Y)
1	Student 1	40	64	-24	576
2	Student 2	40	60	-20	400
3	Student 3	52	68	-16	256
4	Student 4	56	80	-24	576
5	Student 5	48	72	-24	576
6	Student 6	52	68	-16	256
7	Student 7	40	68	-28	784
8	Student 8	52	72	-20	400
9	Student 9	56	72	-16	256
10	Student 10	56	80	-24	576
11	Student 11	40	72	-22	484
12	Student 12	48	68	-20	400
13	Student 13	52	80	-28	784
14	Student 14	48	64	-16	256
15	Student 15	52	76	-24	576
16	Student 16	40	76	-36	1296
17	Student 17	40	60	-20	400
18	Student 18	52	72	-20	400
19	Student 19	72	80	-8	64
20	Student 20	56	76	-20	400
21	Student 21	52	68	-16	256
22	Student 22	60	72	-12	144
23	Student 23	72	80	-8	64
24	Student 24	52	76	-24	576
25	Student 25	52	72	-20	400
26	Student 26	40	68	-28	784
27	Student 27	44	76	-32	1024
28	Student 28	48	76	-28	784
29	Student 29	52	68	-16	256

30	Student 30	60	72	-12	144
	Σ	$\Sigma X_1 = 1524$	$\Sigma X_2 = 2156$	$\Sigma D = -622$	$\Sigma D^2 = 14148$

$$(\Sigma D)^2 = (-622)^2 = 386884$$

Step 2 : Calculate the mean of the pre-test scores (X_1)

$$X_1 = \frac{1524}{30} = 50.80$$

Step 3 : Calculate the mean of the post-test scores (X_2)

$$X_2 = \frac{2156}{30} = 71.90$$

Step 4 : Entering the value obtain from step 1 – step 3 into the formula for dependent t-test.

$$t = \frac{X_1 - X_2}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}} = \frac{50.80 - 71.90}{\sqrt{\frac{14148 - \frac{386884}{30}}{30(30-1)}}}$$

$$= \frac{-21.1}{\sqrt{\frac{14148 - 12896}{30(29)}}} = \frac{-21.1}{\sqrt{\frac{1252}{870}}} = \frac{-21.1}{\sqrt{-1.44}} = \frac{-21.1}{1.2} = 17.59$$

Step 5 : Interpret the result of the computation

As the derived $t = 17.59$ does not exceed the tabled critical value of $t = 2.045$, at $p = 05$ with $df = 29$ ($17.59 > 2.045$), therefore, H_0 is retained. This means that there is significant difference in the students' scores before and after the treatment using retelling story as technique and picture series as media. This also means that improving students' speaking skill in retelling story through picture series to second grade of MTS Al Ikhsan Arjasari is effective.

The Data Questionnaire

To know the students' description of students' motivation, interest, and opinion toward the use of retelling story as technique and picture series as media in improving students' speaking skill The writer used closed by Sudjono (2008:43) scale whereas the writer hoped the clear answer from the students by using answering "YES" or "NO".

the result of questionnaire are shows bellow :

Questionnaire Result

No	Statements (Pernyataan)	Students' answer (Jawaban Siswa)			
		YES (YA)	%	NO (TIDAK)	%
1	speaking is one of the important skills that must be mastered in English.	30	100%	0	0%

	<i>(Speaking merupakan salah satu kemampuan penting yang harus dikuasai dalam Bahasa Inggris)</i>				
2	I have difficulty retelling a story in English orally. <i>(Saya memiliki kesulitan dalam menceritakan Kembali sebuah cerita berbahasa Inggris secara lisan)</i>	20	66 %	10	33%
3	Retelling story using picture series makes it easy for me to pronounce some English vocabulary correctly. <i>(Retelling story menggunakan seri bergambar memudahkan saya untuk mengucapkan beberapa kosa kata Bahasa Inggris dengan benar)</i>	28	93%	2	7%
4	Retelling story using picture series makes it easier for me to remember New vocabulary that appears in the story <i>(menggunakan seri bergambar memudahkan saya untuk mengingat kosa kata baru yang muncul didalam cerita).</i>	25	83%	5	17%
5	Retelling story using picture series helps me to use vocabulary appropriateky according to the story. <i>(Retelling story menggunakan seri bergambar membantu saya menggunakan vocabulary secara tepat sesuai dengan cerita).</i>	25	83%	5	177%
6	Retelling story using picture series made me understand about the use of simple past tense <i>(Retelling story menggunakan seri bergambar membuat saya mengerti tentang penggunaan simple past tense).</i>	24	80%	6	20%
7	Retelling story using picture series helps me to remember the story line coherently. <i>(Retelling Story menggunakan seri bergambar membantu saya untuk mengingat alur cerita secara runtut).</i>	22	73%	8	27%
8	Retelling story using picture series makes it easier for me to improve my understanding of a story. <i>(Retelling Story menggunakan seri bergambar memudahkan saya untuk meningkatkan pemahaman saya terhadap sebuah cerita).</i>	22	73%	8	7%
9	Retelling story using a series of pictures makes me not have to get hung up on the story scripts that I made.	23	77%	7	23%

	<i>(Retelling Story menggunakan seri bergambar membuat saya tidak perlu terpaku dengan script cerita yang saya buat)</i>				
10	My retelling story skills have improved after learning to use retelling story picture series. <i>(Kemampuan retelling story saya meningkat setelah belajar menggunakan seri bergambar retelling story)..</i>	26	86%	4	13%
11	My speaking ability in English improved after I learned to use retelling story picture series. <i>(Kemampuan berbicara dalam Bahasa inggris saya meningkat setelah saya belajar menggunakan seri bergambar retelling story).</i>	24	80%	6	20%
12	Retelling story picture series increased my confidence in retelling an English story orally. <i>(Seri bergambar retelling story meningkatkan rasa percaya diri saya dalam menceritakan Kembali sebuah cerita berbahasa inggris secara lisan)</i>	20	66%	10	33%

According to the results and explanations of the questionnaire given to the students of the second grade of MTS Al Ikhsan. They like studying speaking in retelling story through picture series, because almost all of the students (79.4) choose “yes” that mean they gave positive response toward the use of retelling story through picture series in improving speaking skill in the classroom.

Conclusion and Suggestions

Conclusion

The researcher concluded that retelling story through picture series is effective. It has significantly had better result than pre-test. The students' gave positive response toward retelling story through picture series. In other words, retelling story through picture series made improve the students' speaking skill and They like studying speaking in retelling story through picture series, because almost all of the students (79.4 %) choose "yes" that mean they gave positive response toward the use of retelling story through picture series.

Suggestion

The suggestions are addressed to the students, the English teachers, and to the further researchers. the researcher expects that this research can contribute the teaching and learning process, especially on speaking skill. Based on the research finding, retelling story through picture series to improving students speaking skill in retelling story through picture series had taken some benefits.