

IMPROVING STUDENTS SPEAKING SKILLS THROUGH RETELLING STORY BY USING PICTURE SERIES

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ABSTRACT

The objective of this research was to find out the significant of the improving the students' speaking skill focus on speaking accuracy (pronunciation and vocabulary) and speaking fluency (effectiveness) by Using Story Telling with picture series strategy at the Second Year of SMA Muhammadiyah Limbung, Gowa. The researcher used Classroom Action Research (CAR). The researcher undertaken two cycles, for each cycle consisted of four meetings. Speaking test utilized as an instrument. The total subjects of the research were 31 students in class XI IIS 1. The real data was fetched by the researcher from the school to know the students' speaking skill. The result of the students' speaking test in cycle I and cycle II had significantly different score. There was a better improvement at the end of the action of the second cycle. The research findings demonstrated that by applying the method could improve students' speaking skill and after evaluation in cycle I and cycle II, the mean scores improve from 6.3 in the first cycle to 7 in the second one which was categorized average. The students' speaking skill was in a low level before the test in the first cycle and the position of the students' speaking skill moved into a high level after the test in the second cycle. From these findings, the researcher deduced that by applying the strategy was one of effective and interesting speaking teaching strategy that could improve the students' speaking skill in case of pronunciation, vocabulary, and effectiveness.

Keywords: *Speaking Skill, Retelling Story, Picture Series.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pentingnya meningkatkan keterampilan berbicara siswa pada ketepatan berbicara (pengucapan dan kosakata) dan kelancaran berbicara (efektivitas) dengan Menggunakan cerita kembali dengan strategi seri gambar pada tahun kedua SMA Muhammadiyah Limbung. , Gowa. Peneliti menggunakan Penelitian Tindakan Kelas (PTK). Peneliti melakukan dua siklus, di mana setiap siklus terdiri dari beberapa pertemuan. Ini menggunakan tes berbicara sebagai sebuah instrumen. Jumlah subjek penelitian adalah 31 siswa di kelas XI IIS 1. Peneliti mengambil data nyata dari sekolah untuk mengetahui keterampilan berbicara siswa. Hasil tes berbicara siswa pada siklus I dan siklus II memiliki skor yang sangat berbeda. Ada peningkatan yang lebih baik di akhir siklus kedua. Temuan penelitian menunjukkan bahwa dengan menerapkan metode ini dapat meningkatkan keterampilan berbicara siswa dan setelah evaluasi pada siklus I dan siklus II, skor rata-rata meningkat dari 6,3 pada siklus pertama menjadi 7 pada siklus kedua yang

dikategorikan rata-rata. Keterampilan berbicara siswa berada di level rendah sebelum tes di siklus pertama dan posisi keterampilan berbicara siswa naik ke level tinggi setelah tes di siklus kedua. Dari temuan ini, peneliti membuat kesimpulan bahwa dengan menerapkan strategi adalah salah satu strategi pengajaran berbicara yang efektif dan menarik yang dapat meningkatkan keterampilan berbicara siswa dalam hal pengucapan, kosa kata, dan efektivitas.

Kata kunci: Keterampilan Berbicara, Menceritakan Kembali, Seri Gambar.

Background

Speaking is unit of communication skill between at least two people and it is a way to express someone's idea orally. In the datum, in teaching learning process the teachers do not have the alluring technique for teaching speaking. Thus, there is no increased in students' speaking ability. This is a leeway for the teachers to overcome this matter by providing some comminution creative in the classroom. However, today's world demands that goal of teaching speaking should improve students' communicative skill because only on that way students' can express themselves by their idea and opinion, and learn how to attend social and cultural rules appropriately in each communicative circumstance. Dealing with the expectation of the goal in speaking skill is not easy and simple, either for the teachers or for the students. They confront some difficulties in the teaching and learning of speaking.

Bahador and Omidvar (2015: 9) say that speaking skills can be categorized as good speaking skill when the listener can apprehend the words produced by the speaker. Additionally, Ur in Akhyak and Indramawan (2013: 20) says that the successful speaking activity has the characteristics as follows: First, the language learners talk so much. Second, all the participants of speaking activity gain the opportunity. Third, the language learners are highly motivated and have interest in the speaking. Fourth, the language produced is at the acceptable level.

In fact, there are many teaching techniques that can be used in speaking. One of them is retelling story through picture series. In short, there are five previous researches that had problems in their research which come from Mulya (2009) and Eliwarti (2013). Evidently, research done by Mulya (2009) at SMP 5 Bandar Lampung found that the method uttered that retelling story through picture series can improve students' speaking skill. It has significant influences to students'

speaking activities. Moreover, this research explains that retelling story through picture series built students' poise. However, for the sake of retelling story, it is important for the teacher to help students develop their motivation to create activities or use pictures to develop students' motivation to get better result. Retelling story technique has been popular as one of teaching activities in English 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 in Jianing, 2007). In addition, stories can be considered language treasures as models of language for students at different levels and ages.

Eliwarti (2013) Retelling story is part of speaking activities. It means, in this research, can play an important role performance based on assessment of speaking. It helps them in learning about telling stories or events in details and in sequences. Students expand their favourite stories early in their lives and might hear the same short stories over and over again.

Based in the previous research from Kayi (2006) assumes that using pictures in retelling story is an activity based on several sequential pictures. Students are asked to tell the story taking place in the picture series by paying attention to the criteria provided by the teacher as a teller. Then, this is taken into account to support this study that retelling story through picture series may be able to convince the students to speak.

Furthermore, researcher's experience and observation in classroom activities, the researcher found some problems. First, students feel afraid and nervous when they want to speak or communicate using English in front of their classmates. Second, the students have limited idea or initiative to speak unless he asked them questions, or when they had ideas, they did not know how to express the ideas. It was due to the lack of vocabulary, lack of understanding of grammatical patterns, and lack of practicing English speaking. Third, the students still frequently made mistakes in pronouncing the English words. It was caused by their pronunciation which was still influence by their native language. Fourth, their problem with prosodic features such as intonation, stress, and other phonological nuances still caused misunderstanding or led to communication breakdown. Those problems made the students reluctant and unmotivated to speak.

Teacher Training Practice (PPL) in SMA Muhammadiyah Limbung for two months, it seemed that the students could not express their ideas in English orally since they used English in learning process. There are some factors why that problem occurred. Firstly, students had difficulty in speak English words. Mostly, the students were not fluent in speaking since they usually had problem in grammar and pronunciation. Secondly, the students were lack of vocabulary knowledge thus they had difficulty in arranging a sentence in speaking. As a result the students felt use unable when to speak in English because they could not speak well. Unfortunately, during the observer's observation in SMA N 7 Bandar Lampung, the observer has found that there were many students show up in the classroom without having developed a confident to speak in English. In fact, some Senior High School students found also some difficulties to speak in English. To be more concrete, Nugraha's research (2010) also found that some students were not able to communicate orally well because they were lack of Vocabulary, Grammar, Pronunciation, Fluency and Comprehension not sufficient while speaking in English, and also they needed more practice. Relating to the problems faced by the students above, teachers have to teach to speak English to overcome those problems.

Nevertheless, the researcher would like to overcome the problem with applying retelling story through picture series as a strategy. The researcher chose retelling story through picture series as a strategy because as long as researcher explained, speaking skill needed to be trained continuously. So, with retelling the stories the student can more interesting to speak up because that using picture in retelling story is an activity based on several sequential pictures.

Aside from the importance of using picture series above, it is necessary to know how is improvement of students' speaking skill through retelling story by using picture series. Some of the previous researches have done in investigated the using picture series of students, however still very few of those research specific on student speaking skills through retelling story by using picture series.

Based in the previous research, the researcher find out the similariti and different with this research. The similariti between this research and previous

research is about skill of speaking deal with vocabulary. And the differences are about media and method of learning.

Furthermore, compared to the other similar previous research, this research will be focused in teacher use picture series to improving speaking accuracy and fluency at the second grade students of senior high school. In addition, this research was expected that retelling story by using picture series could give better effects in improving students' ability in speaking. Furthermore, by using retelling story through picture series, students were expected to gain more information and explanation of many things on the story. Hopefully, this research could give some contribution for language teaching, especially in retelling story technique.

Problem Statements

Based on the problem statements above, the objectives of the research are to find out:

1. What is the improvement of students' speaking skills through retelling story by using picture series?

How is the students' response of speaking skill through retelling story by using picture series?

The Use of Retelling Story and Picture Series Media

1. Media

There are several methods in teaching speaking. Using picture is one of the ways to explain a real situation. It is one of media that can make the students enjoy the lesson. It is very simple visual aids can be picked up from the newspaper, magazine, internet, book, etc. Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of sosio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize (Wright, 1989 in Nizzu, 2016).

Harmer (2001:134) states that to facilitate learning, teacher can use pictures or graphics. In line with Harmer, Newby et al. (2006) say that teacher can use pictures to illustrate specifics lessons topic, especially in explaining learning process. There are some benefits of using picture (Gerlach and Elly, 1980 in Nizzu 2016). It defines as follows:

- 1) Pictures are inexpensive and widely available. The teacher can find pictures easily, for example in the books, magazines, and newspapers, etc.
- 2) Pictures provide common experiences for an entire group of students. It means by using pictures, teachers can involve all of the students in their class.
- 3) Pictures can help to prevent misunderstanding. It means by using pictures, teachers can explain the new vocabularies to their students easily, so it prevents misunderstanding between students' perception and teachers' perception.
- 4) Pictures help the students to focus on the subject and make students active.

Based on the explanation above, it can be concluded that teaching speaking using pictures has some benefits in the learning process. It implies that teachers can use pictures as media to create students' motivation and also make them active in the class (Gerlach and Elly, 1980 in Nizzu 2016). Thus, it makes an interactive classroom in teaching and learning speaking using picture series.

2. Retelling Story

Miller and Pennycuff (2008) say that retelling a story has a power to improve students' speaking skills. It can provide the student to analyze the story, create a new language, and help students to begin understanding events, plots, characters as they build vocabulary and comprehension skills. Moreover, picture series as a media contribute to develop each aspect of speaking, it can make students more understand the topic and more focus on the sequence of the story. In line with this, Harmer (2001: 134) states that pictures are one of the varieties of teaching aids which are used to explain language meaning construction, to engage students in a topic, or as a basis of whole activity.

Retelling a story is an oral activity where language and gestures are used in a colorful way to create scenes in a sequence. In addition, retelling is grounded in an understanding of the crucial role that oral language plays in both the formation and sharing of meaning.

In this case, based on those reasons, retelling a story can be an important role in performance-based assessment of speaking. It prepares students for real life tasks such as selecting, organizing and conveying

information. Retelling story is not an easy way to create an interactive class. The students will find some difficulties in giving information if they have no more vocabularies in conveying an idea or topic. In fact, retelling story in English is really difficult for students. They might have limited vocabulary items and they might have minim ability in pronunciation. Hence, picture series can be one of media that build students motivation, because it consists of some interesting pictures and the students can explore their ideas based on the picture series

3. Picture Series

As mentioned before, picture series are one of the solution to cope the problems in teaching writing. A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing. There are various types of picture used in English teaching and learning. Including these types are picture series. A series of pictures is a sequence of pictures of a single subject that is aimed to tell a story and also a sequence of events.

According to Muna (2016:45) picture series is a series of picture that capture the important event and put it together in sequence as represent of the whole. Picture series intended to help the students to develop their imagination. Specifically, picture series contribute as a visual to take interest and motivation of students, a sense of the context of the language, and a specific reference point or stimulus.

Using picture series in teaching English language especially in speaking, also has advantages and disadvantages as follows:

- a. Advantages of using picture series:
 - 1) Picture series can motivate students in writing.
 - 2) Picture series inform the students about the object, and event relation.
 - 3) Picture series can train the students to arrange the story.
 - 4) Picture series can facilitate the students to expand the story.
- b. Disadvantages of Using Picture Series:
 - 1) Picture series size is very limited for big audience.

- 2) Picture series only focus on sense of sight.
- 3) Picture series can make the students uncreative because picture series consist some sequences so in writing the students just follow the sequences of picture series without thinking creatively.
- 4) Picture series are only used for beginners

4. Procedure

Procedure of using picture series in the class is divided into three terms. They are pre-activity, while-activity, and post-activity. Here are the procedures of teaching speaking through picture series:

Research Method

The research design used Classroom Action Research (CAR). It was conducted through two cycles to observe the students' speaking skill through story telling strategy. It consists of planning, action, observation and reflection.

Classroom Action research is largely about developing the professional disposition of teachers, is that, encouraging teachers to be continuous learner in their classroom and of their practice. This research deals with improved students' speaking skill by using picture series in communicated English language since it is often consider as one of difficult skills to be mastered by the students. In conducting the research, researcher was applying quantitative research design as the research methodology.

Findings and Discussion

From the data obtained through the observation in the class, the researcher found that there was improvement on students' speaking skills taught through retelling story by using picture series. It could be seen from the mean score of pretest and posttest. Mean score of posttest was higher than mean score of pretest. It happened because retelling story through picture series helped the students to built their ability in speaking, they can speak what they know based on the picture series.

Many students responding about retelling story with picture series because of lack self confidence in speaking english, they were doubt to speak. Besaid that there was students not focus while teach and the teacher does not pay too much attention to students. When the teacher explaine the material, the teacher more often

interacted with students using Indonesian language so that students were less motivated to use English.

Table 1. The Percentage of the Students' Speaking Skill for Accuracy (Pronunciation)

CLASSIFICATION	RANGE	D-TEST		CYCLE I		CYCLE II	
		F	%	F	%	F	%
Excellent	91-100	-	-	-	-	-	-
Very Good	76-90	-	-	4	12.9%	7	22.5%
Good	61-75	18	58%	18	58%	22	70.9%
Average	51-60	12	38.7%	7	22.5%	1	3.2%
Poor	36-50	-	-	-	-	-	-
Very Poor	< 35	1	3.2%	1	3.2%	1	3.2%

The table above showed that the percentage of the students of the students' speaking skill for pronunciation diagnostic test indicated that 1 students (3.2%) get very poor, 12 students (38.7%) get average, 18 students (58%) get good, and none of the students for the other classification. After taking an action cycle I by doing story telling through picture series strategy, the percentage of the students' speaking skill were 1 students (3.2%) get very poor, 7 students (22.5%) get average, 18 students (58%) get good, 4 students (12.9%) get very good, and none of the students for the excellent classification. In cycle II, the percentage of the students speaking skill were 1 students (3.2%) get very poor, 1 students (3.2%) get average, 22 students (70.9%) get good, 7 students (22.5%) get very good, and none of the students for excellent classification.

The result above also proved that the used of stories telling through picture series strategy was able to improve students' speaking skill where result of cycle II was higher than cycle I and diagnostic test (Cycle II > Cycle I and Cycle I > Diagnostic Test).

Table 2. The Percentage of the Students' Speaking Skill for Accuracy (Vocabulary)

CLASSIFICATION	RANGE	D-TEST		CYCLE I		CYCLE II	
		F	%	F	%	F	%
Very Good	91-100	-	-	-	-	-	-
Good	76-90	-	-	8	25.8%	14	45.1%
Average	61-75	26	83.8%	21	67.7%	16	51.6%
Poor	51-60	4	12.9%	1	3.2%	-	-
Very Poor	< 50	1	3.2%	1	3.2%	1	3.2%

The table above showed that the percentages of the students' speaking skill for vocabulary in diagnostic test indicated that 1 students' (3.2%) get very poor, 4 students (12.9%) get poor, 26 students (83.8%) get average, and none of students for the other classification. After taking an action in cycle I by doing story telling through picture series strategy, the percentage of the students' speaking skill was 1 students (3.2%) get very poor, 1 students (3.2%) get poor, 21 students (67.7%) get average, 8 students (25.8%) get good, and none of the students for the very good classification. In cycle II, the percentage of the students speaking skill was 1 students (3.2%) get very poor, 1 students (3.2%) get poor, 22 students (70.9%) get average, 7 students (22.5%) get good, and none of the students for very good classification.

The result above also proved that the used of stories telling through picture series strategy was able to improve students' speaking skill where the result of cycle II is higher than Cycle I and Diagnostic Test (Cycle II > Cycle I and Cycle I > Diagnostic Test).

Table 3. The Percentage of Students Speaking Skill for Fluency (Effectiveness)

CLASSIFICATION	RANGE	D-TEST		CYCLE I		CYCLE II	
		F	%	F	%	F	%
Very Good	91-100	-	-	-	-	-	-
Good	76-90	-	-	8	25.8%	12	38.7%

Average	61-75	12	38.7%	15	48.3%	14	45.1%
Poor	51-60	13	41.9%	6	19.3%	4	12.9%
Very Poor	< 50	6	19.3%	1	3.2%	1	3.2%

The table above showed that the percentage of the students' speaking skill for the effectiveness diagnostic test indicated that 6 students (19.3%) get very poor, 13 students (41.9%) get poor, 12 students (38.7%) get average, and none of the students for the other classification. After taking an action in cycle in cycle I by doing story telling through picture series strategy, the percentage of the students' speaking skill were 1 students (3.2%) get very poor, 6 students (19.3%) get poor, 15 students (48.3%) get average, 8 students (25.8%) get good and none of the students for the very good classification. In cycle II, the percentage of the students' speaking skill were 1 students (3.2%) get very poor, 4 students (12.9%) get poor, 14 students (45.1%) get average, 12 students (38.7%) get good, and none of the students for the very good classification. The result above that the used of stories telling through picture series strategy was able to improve students speaking skill where result of cycle II was higher than Cycle I and Diagnostic Test (Cycle II > Cycle I > Diagnostic Test).

The study conducted in SMA Muhammadiyah Limbung, the objective of this research was to know the improvement of students speaking skill used retelling story through picture series strategy and the students respond of speaking skill. In this research was conducted in two cycle.

From the research findings, it could be seen that the students speaking skill in using story telling through picture series strategy were improved from the first cycle to the second cycle. It proved that the technique that the researcher was successful as previous research said. Evidently, research done by Mulya (2009) at SMP 5 Bandar Lampung found that the method revealed that retelling story through picture series can improve students' speaking skill. It had significant influences to students' speaking activities. Moreover, this research explained that retelling story through picture series built students' confidence.

The analysis showed the using story telling through picture series strategy could influence the students to improve their speaking skill. It meant that this strategy in teaching speaking.

The description of data collected through speaking test as explained in the previous section showed that the students' speaking performance was improved. The students' speaking performance was improved because the students felt more interesting to learn English language and more motivated to know how to speak up well. To improve students' speaking skill, the researcher used the story telling through picture series as a strategy.

The researcher explained to the students how to retell the story using picture series as media. After the students saw how to retell the story, the students began to motivated to learn English and could speak up.

It proved the students' interesting and students' motivation to speak up using picture as media as previous research said. One of the reasons was because it relies so much on words, offering a major and constant source of language experience for children (Wright, 1995 in Jianing, 2007). In addition, stories could be considered language treasures as models of language for students at different levels and ages.

Based in the previous research, the researcher found the similarities and differences with this research. The similarity between this research and previous research is about skill of speaking deal with pronunciation. And the differences are about media and method of learning.

Using picture as a strategy and media can improve student speaking skill because picture is one of interesting media in teaching English. Besides the learners can retell the story, the learners also can be easy to understand the lessons by using picture. The students look at the picture correctly and they have to describe the picture. The students require to tell the story by their own words.

Conclusion

1. The students' speaking skill in terms of students' accuracy (pronunciation and vocabulary) and students' fluency (effectiveness) in finding was improved by using Story Telling through Picture Series strategy at Class XI

IIS 1 of SMA Muhammadiyah Limbung, it was shown by the improvement of students' speaking skill were proved by result of the first cycle to second cycle

2. The students speaking skill were improved by the Story Telling through Picture Series strategy because the students at class XI IIS 1 of SMA Muhammadiyah Limbung were more motivated to learns vocabulary and more motivated to knows how to pronounce their words, so they can convey the stoies with the picture series.

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