Retelling Story through Picture Series to Improve Students' Speaking Skills at Assalam Islamic Junior High School Naga Beralih Air Tiris Kampar Regency

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Abstract

A spoken language is important to human life, if we would like to have a good speaking, we should have a good speaking skill. However, after observing and conducting interview an English teacher at MTs Assalam Naga Beralih. In general, students have difficulty at retelling story through picture series, especially in speaking skill such as pronunciation, vocabulary, grammar, fluency and comprehension. The purpose of this study was to determine the significant improvement in students' speaking skills through retelling story using a series of pictures. This research used quantitative research. One Group Pre-Test Post-Test method used in this research. This research was held on October until November 2021 at MTs Assalam Naga Beralih Air Tiris Kampar Regency. The sample consisted of 25 students. Thus, speaking test was used to gather the data. The results showed that the average score of students after being taught to retell stories using a series of pictures (81.20) was higher than before being taught to retell stories using a series of pictures (63.90).

Keywords: Retelling Story, Picture Series, Speaking Skills.

Introduction

Speaking is a unit of communication skill between two people and become a tool to express our idea, feeling, and think something use speech, sound by someone orally. A spoken language is important to human life, if we would like to have a good speaking, we should have a good speaking skill. Good speaking allow us to communicate our mean and our clarity message with each other. But a bad speaking can lead us to miscommunication and ambiguous message.

Some theories defined speaking definitions. First, Rebecca (in Sasitorn, 2014) stated that speaking is a part of daily life that people acquire since they are children. Second, Brown

and Yule (in Sasitorn, 2014) stated that speaking is the complicated information because it is difficult what a people say. Third, Omidi and Amir Mahdavi (2016) stated that speaking is an important skill in communication that often seems to be a source of problems for many language learners. Fourth, Murni (2018) stated that actually speaking is one of the tools in communication, it is one of the skills that has to be mastered by the students, speaking is an oral skill which is very important because it is an instrument in human's communication. It is very useful in interaction between human.

From that statement above, the writer concluded that speaking is a crucial process part of saying words from our lives to communicate with other people since children until nowadays and to be mastered with speaking, but some people still have difficult problems when we communicate and became the most challenging skill for the language learners until nowadays. To helps language learners improve their speaking skills many teachers apply so many different teaching techniques to choose which one the best as tool to improve their speaking skill.

In communication, the speaker has to know grammar in use, vocabulary, and also the pronunciation of each word. There are five aspects in speaking, there are pronunciation, grammar, vocabulary, fluency, comprehension based on Douglas (in Megawati, 2018). It was found that learners still find difficulties to speak or tell a story they have known. Learners still have some problems such as choice of words (vocabulary), the use language features (grammar), class of words, pronunciation, fluency. Because of that, students were afraid of making mistake, lack of vocabulary, less confidence to speak in English in front of the class. There are various speaking activities used in the classroom such as discussion in the group, discussion in pairs, debate, speech, teachers' questioning strategies, question and answer, storytelling, retelling story, and so on, but in this research, the researcher focused on retelling story.

The retelling technique is one of the appropriate ways to improve students' speaking skills especially to encourage students to speak in front of the public. It is a tool for developing student's anxiety in speaking (Morrow in Syahra Fitri, et al (2017, p. 39). To avoid misunderstanding in the process of speaking process, teachers can use the picture as media in any techniques in order to reach the goal of speaking. The researcher deals with give picture series as tool or the students' assessment tool while teaching speaking learning process.

From the definition above, it can be concluded by the writer that retelling is the part of speaking activities in class learning that learners remembering, and make learners rethinking, it means recounting the story into the learners' own words from their reading or listening. To avoid misunderstanding in the process of speaking process, teachers can use the picture as media in any techniques in order to reach the goal of speaking. The researcher deals with give picture series as tool or the students' assessment tool while teaching speaking learning process.

Murni (2018, p. 116) stated that picture series is a set of pictures containing of events, characters, and setting of narrative. She was considered that using picture series was useful and helpful in improving the students' speaking skill especially in narrative text. From that

statements, the researcher concluded that the picture series can help the students to retell the story in their imagination based on the picture series they get. For the story, the researcher uses one of the types of text is Narrative Text.

Based on an interview with English teacher at Assalam Islamic Boarding School, Mrs. Riri Mardhatillah, S. Pd, she said that the English learning has been called a success if students get 80 of a passing grade (KKM). Besides that, the teacher said that students have a low-level speaking, the students still hesitated or were still not confident in speaking class even the teacher gave some techniques to improve their speaking in learning class such as discussion, discussion in pairs, brainstorming. Sometime the students still lack of vocabulary, pronunciation, grammar, fluency, and feeling shy to speak in English when the teacher gave the interview technique about themselves as a practice test.

Based on preliminary research, exactly interviews with several students, they said that English was difficult to understand especially in speaking. Sometimes the teacher asked them to come in front of the class individually. Ideally, the students had no problem with their speaking but in reality, they were still problematic with their speaking skills. Sometimes they don't know what the words mean, due to a lack of vocabulary. If they heard a new vocabulary they do not immediately look for the meaning, they were lazy to open the dictionary. Based on the explanation and problems above, the researcher wants to know how the retelling story through pictures series to improve speaking skill.

Methodology

This research was a quantitative research. This research mainly deals with score since to find out whether there is improvement on the students' speaking skill or not, the observer compared the result of the test. *One Group Pre-test Post-test design* used in this design, according to Sugiyono (2013, p. 74) there is a pre-test before being given treatment. Thus, the result of treatment can be known more accurately, because it can compare with the situation before being treated. This research also tends to find out the improvement in speaking of the students by comparing the results between pretest and posttest. The research design could be presented as follows:

$$O_1 \; X \; O_2$$

Where :
O_1 :   Pre-test (was given before the observer thought through retelling story by using picture series and to measure the students' competence before they were given the treatment).
X   :   Treatment (was given through retelling story by using picture series to improve students' speaking skills)
O_2 :   Post-test (was given after implementing retelling story by using picture series and to measure how far the students' improvement after they get the treatment). (Sugiyono, 2013, p. 75)

The participants of this research were students at MTs Assalam Naga Beralih Air Tiris Kampar Regency, and the research took the students of ninth grade, IX D class. It consisted of 25 students.

In collecting the data, the researcher used test instruments. Speaking test used as a research instrument consisting of (1) Instruction (2) Materials to be retold (3) Relevant Picture Series, and (4) Narrative text. In the beginning, the students were given a pre-test to measure their initial ability in speaking. Then, the observer used picture series to tell the story, then the students got the post-test on retelling the story. In scoring the students' performance, the observer used the scoring rubric.

In addition, technique for analyzed the data, the test was assessed by the ratters. Then, the score calculated by applying the statistical analysis of the t-test, the researcher used a Paired Sample T-Test. Pallant (2011, p. 243) explained that a paired sample t-test is used when you have only one group of people and you collect data from them on two different occasions or under two different conditions. In addition, the significance of the test were analyzed by using the computer program of Statistical Product and Service Solution (SPSS) 21.0 version.

Result and Discussion

There was speaking test used in this research. The researcher presented and analyzed the data through two kinds of test, they were pre-test and post-test. The pre-test was given before being taught by using picture series as media, the post-test was given after being taught by using picture series.

Pre-test
In collecting the data of students' pre-test, the researcher took from the result of the students' speaking test before being taught by using picture series. For the results of students' pre-test, the researcher obtained the further analysis description by using SPSS 21.0 it can be seen from the following table.

Table 1. The Descriptive Statistic of Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	25	50,00	75,00	63,9000	5,82201
Valid N (listwise)	25				

Table 1 shows that descriptive statistic of pre-test. The N was total of the student, the minimum score was 50, the maximum score was 75, the mean of pre-test was 63.9 and standard deviation was 5,822.

Table 2. The Score Classification of Students' Speaking Skills in Retelling Story Before Being Taught by Using Picture Series

No	Categories	Score	Frequency	Percentage
1	Very Good	86-100	0	0%
2	Good	71-85	3	12%
3	Enough	56-70	20	80%
4	Less	<55	2	8%
	Total		**25**	**100%**

Table 2 shows that there was no student was at very good category of speaking, with the percentage was 0%. 3 students were at good category of speaking, with the percentage 12%. 20 students were at enough category of speaking, with the percentage 80%. 2 students were at less category of speaking, with the percentage 8%. Based on the explanation above, it can be concluded that the average score of students' speaking skill in retelling story before being taught by using picture series was at enough category.

Post-Test

In collecting data of students' pre-test, the researcher took from the result of the students' speaking test after being taught by using picture series. For the results of students' post-test, the researcher obtained the further analysis description by using SPSS 21.0 it can be seen from the following table.

Table 3. The Descriptive Statistic of Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	25	60,00	90,00	81,2000	6,17117
Valid N (listwise)	25				

The table above, explained that descriptive statistic of post-test. The N was total of the student, the minimum score was 60, the maximum score was 90, the mean of post-test was 81,20 and standardd deviation was 6,171.

Table 4. The Score Classification of Students' Speaking Skills in Retelling Story After Being Taught by Using Picture Series

No	Categories	Score	Frequency	Percentage
1	Very Good	86-100	4	16%
2	Good	71-85	20	80%
3	Enough	56-70	1	4%
4	Less	<55	0	0%
	Total		**25**	**100%**

From the table above, it can be seen that there 4 students were at very good category of speaking, with the percentage 16%. 20 student was good category of speaking, with the percentage was 80% . And 1 students was at enough category of speaking, with the percentage 4%. Based on the explanation above, it can be concluded that the average score of students' speaking skill in retelling story after being taught by using picture series was at good category.

Test of Paired Sample Test

Based on the results of paired sample test it was found there was a significant difference between pre-test and post-test. The result of students' pre-test and post-test were analyzed by using Paired Sample Test in SPSS 21.0 To answer the research question about the significant improvement in students' speaking skills in retelling story after and before

being taught by using picture series, the score of pre-test and post-test calculated by using Paired Sample Test in SPSS 21. Meanwhile, to find the t-score based on the presented data, the researcher calculated pre-test and post-test score by using SPSS 21.

Tabel 5. Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	63,9000	25	5,82201	1,16440
	Post-test	81,2000	25	6,17117	1,23423

From the table above, it can be seen the mean of pre-test was 63,9, standard deviation was 5,82 and the standard error was 1,164. And also the mean of post-test was 81,2, standard deviation was 6,17 and standard error was 1,23. It can be concluded by the researcher that there were significant improvement from the treatment between pre-test and post-test. The analysis was continued as follows:

Table 6. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	25	,647	,000

From the table above, it can be seen the correlation between pre-test and post-test was 0,647, and the significant was 0,000. It means that 0,000 < 0,05 between pre-test and post-test, there was a correlation.

Table 7. Test of Paired Sample Test

		Paired Samples Test							
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-17,30	5,0476	1,0095	-19,383	-15,216	-17,137	24	,000

Table 5 shows mean of pre-test and post test were -17,30, standard deviation was 5,04, standard error mean was 1,00. And the confidence interval of the difference was 95%, it means that if the confidence level was 95%, then the error was 5%. Then the alpha value was 5% or 0,05. The lower score was -19,38 and the upper score -15,21. The t score was -17,13, the degree of freedom was 24. And the significant score was 0,000. For paired sample test, if the significant level is less than 0,05, there is a significant difference between the scores. So, it can be concluded that there was a significant difference between pre-test and post-test.

Based on the table above, H_a is accepted because Asymp. Sig. value Shows $0,000 < 0,05$. It means that the variance of population is not identical. From the output above, it also can be seen that if the Asymp. Sig (2-tailed) value shows $0,000 < 0,05$, it means that null hypothesis (H_o) is rejected, while alternative hypothesis (H_a) is accepted. It means that there is a significant improvement in students' speaking skills through retelling story by using picture series at Assalam Islamic Junior high School Naga Beralih Kampar Regency.

In relation to result of this research, using retelling story technique through picture series media was good to improve students' speaking skill in narrative because the students guided with the activities in the picture sequence from one picture to others. According to Hubbard in Grugeon et al (in Devina, 2016, p. 26) retelling story using picture series can give the connection between the pictures and story. Students are asked to tell the story taking place in the picture series by paying attention to the criteria provided by the teacher.

By using the picture series related to the story, believed that what are drawn in story is able to improve the students' speaking skill. Retelling story with picture series, students can speak easily, well, develop their idea. It is useful and helpful for students in retelling story because with picture series they were able speak choronologically based on sequence of the events in the story.

Conclusion

Based on the result of the research, finally the researcher concludes that the answer of the formulation of the problem is there any significant improvement in students' speaking skill in retelling story narrative text before and after using picture series media at Assalam Islamic Junior High School Naga Beralih Air Tiris Kampar Regency. It can be seen in the result of statistical analysis in the research showed from the output above. The Asymp. Sig (2-tailed) value shows $0,000 < 0,05$, it means that null hypothesis (H_o) is rejected, while alternative hypothesis (H_a) is accepted.

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