

The Use of Story' Retelling Technique to Develop Students' Vocabulary at the Tenth Grade of SMAN 6 Wajo

Ulviana Rasni¹, Maemuna Muhayyang^{2*}, A. Muliati³

^{1,2,3}English Education Department, State University of Makassar, Indonesia

*Corresponding E-mail: maemarasyid@unm.ac.id

Abstract

This study aims to find out the development of vocabulary mastery by using a story' retelling technique. The researchers used a quantitative method with a pre- experimental research design and used cluster random sampling. The sample of this research is class X MIPA Tahfidz, with 34 students. The instrument used is a vocabulary test (pretest and post-test) that aims to obtain data in this research. The results of the data analysis showed that with the use of story' retelling techniques, students' vocabulary mastery increased. It can be proven by the t test value was lower than P ($0.000 < 0.05$), which means (H₀) of this research was rejected and (H₁) was accepted. Therefore, it is concluded that the use of the story' retelling technique can develop the vocabulary mastery of the tenth-grade students of SMAN 6 Wajo.

Keywords: *Vocabulary, Story Retelling, Technique.*

1. Introduction

In the world of education, one of which is senior high school, mastery of English, especially vocabulary, is very important. Mastery of vocabulary is critical when learning a language, and English is a language that people all over the world study. English as a foreign language in Indonesia consists of four skills: listening, writing, reading, and speaking. To help students master these skills, they must also master some components of the English language: grammar, pronunciation, spelling, and vocabulary.

From those components above, vocabulary is the important component to master because it has a relationship with each other. First, before speaking, students must know the vocabulary

that will be used in communicating. Second, before writing, students must think of the right words to use in writing. Third, in reading, students must understand what they read by knowing the meanings of words from the vocabulary they read. Finally, listening, students must master vocabulary to be able to catch the message conveyed by the speaker or teacher, so that there is no miscommunication. Therefore, the researchers conclude that vocabulary is a fundamental part that needs to be mastered in language learning.

According to fuller in the quote, Syahrudin El-Hajj said "in learning a foreign language, there are two things that must be learned, namely words and how to arrange good sentences. It is impossible to learn a language unless first learning vocabulary. Therefore, to

master English correctly and fluently, a large vocabulary is required. According to Richard (1985), A central part of language skills is vocabulary and argues that it largely determines students' ability to speak, listen, read, and write.

The researchers draw the conclusion that vocabulary plays a crucial role in learning languages based on the previous explanation of vocabulary including English. Vocabulary is the initial or fundamental step that needs to be learned and mastered to be able to master a language. If students' vocabulary is lacking or even non-existent, it will be difficult for them to master the four skills in English. Vocabulary is essential in English language instruction. Students who lack vocabulary cannot understand others or express their ideas. So, developing vocabulary is an important aspect of learning English, and because of that researchers will conduct research related to vocabulary development.

In implementation, this method is simple to use and has its own benefits. Some of the benefits include: it encourages students to be more creative, it does not require hard work, it can help students change their attitudes by allowing them to criticize each other's points of view, for example. Teachers can use this method to help students can improve their vocabulary. Retelling is defined as retelling after reading or listening in which readers and listeners retell what they recognize orally, in writing, whether through pictures. Students' perspectives on the quantity, quality, and organization of information gathered while reading or listening can help us better understand them. Teachers can use this method because it allows them to interact directly with their students. That is crucial in increasing students' vocabulary.

Some of the studies described above have differences from this study. The first researchers focused on the implementation of retelling stories in teaching speaking. The second researchers were interested in determining whether retelling stories using picture series improved students' speaking skills. The third researchers are using the technique of retelling using movies that Classroom Action Research can help students improve their speaking skills (CAR). While this study focused on the development of English vocabulary using retelling stories.

2. Literature Review

2. 1. Definition of Vocabulary

According to the Oxford Learner's Pocket Dictionary, vocabulary is all the words that a person knows or uses. In Kasim (2011), Good (1973: 143) defines vocabulary as words that have meaning when heard or seen by the individual himself in order to communicate with others.

Vocabulary is the essential language aspect that really should be mastered until mastering English skills. Definitions have been provided by some experts. Hornby (2006: 1645) defines vocabulary as "all of the words that a learner perceives or uses, but also all of the words in a specific language." Hatch and Brown (1995:1) define vocabulary as "a list or set of words for a specific language or a list or set of words that an individual speaker of a language may use."

Based on the description above, the researchers concludes that vocabulary is a collection of letters strung together into words or sentences to be used by a person or group of people to communicate.

2. 2. Development of Vocabulary

Development of vocabulary is the process by which a person acquires vocabulary, which is absorbed from various sources, for example in learning English we can acquire vocabulary by reading, watching movies, listening to music, and so on. The acquired vocabulary will grow over time, where the vocabulary will be formed into a sentence that is used in communication. The development of vocabulary in English is an important aspect of learning English because it is the foundation for mastering skills and other aspects of English.

2. 3. The Importance of Vocabulary

Vocabulary is a fundamental aspect of language learning, it plays an important part in learning another language, including English. In order to communicate well, we need to master more vocabulary items, to help us know more meanings of the words he uses when communicating. In learning a foreign language, the main goal is to master vocabulary so that it can be used in communication.

According to Pikulski and Templeton, building a bigger vocabulary is more particular and accurate to success in life, and it reveals an increased reading level achievement. It implies that through learning to read, a participant can improve their command of vocabulary which can be applied in everyday situations.

In conclusion, vocabulary is considered in life. Its primary purpose is to enable the four main skills, such as listening, speaking, reading, and writing, even though students will struggle to learn these four skills without vocabulary.

2. 4. Aspects of Vocabulary

Lado in Mardianawati claims (2012:11), several aspects of vocabulary must be managed to learn in language learning, such as meaning, spelling, pronunciation, word classes, word usage.

2. 5. Kinds of Vocabulary

Everybody has three different types of vocabulary, according to Kasim (2011): active, reserve, and passive vocabulary.

- a. Active words are those that are frequently utilized in speech.
- b. Reserve vocabulary refers to words we frequently employ in writing but not in speech.
- c. Vague words make up passive vocabulary. In writing and speech, we never use it. When reading and listening, it can comprehend.

In Nilawati (2009), Finocchiaro (1974:73) asserts There are two types of vocabulary: active vocabulary and passive vocabulary.

- a. Active vocabulary is a term used to describe words that kids
- b. Passive vocabulary is a term used to describe words that students may recognize and comprehend while reading or listening to someone talk. However, neither when speaking nor writing, do they employ words.

2. 6. Definition of Story' Retelling

Retelling, according to Stoicovy (2004) and Kalmback (1986), is the process of remembering what we hear and read. Furthermore, according to Stoicovy, retelling strategies can be applied to language teaching to help students understand discourse. According to various studies, Stoicovy (2004) also demonstrates that the retelling technique

has a positive impact on language acquisition since it improves students' capacity to extrapolate knowledge from the texts they have read.

2. 7. Story' Retelling Technique

There are various elicitation techniques. One is a story retelling based on Underhill 1993:66-73. There are two approaches to retelling stories, retelling story from aural stimulus, and retelling story from a written stimulus.

2. 8. Advantages of Use Story' Retelling Technique

Musthafa (2008: 9) states: Children express their joy, unhappiness, excitement, and expectations. It builds confidence and encourages social and emotional development.

- a. Children enjoy retelling the tale again. This makes learning a language easier.
- b. The narrative offers a useful setting for introducing a foreign language.
- c. Story retelling fosters the development of listening, comprehension, and concentration.
- d. Stories give children the chance to pick up new information.

2. 9. Media in Teaching

As a result, using learning media in the teaching-learning activities can make life simple for educators to deliver learning materials to students. Furthermore, utilizing media in the teaching-learning process can enhance students' interest and attention in paying attention to and understanding the subject matter delivered by educators, allowing learning objectives to be met.

2. 10. Media Types

Visual media is a tool or resource for learning that contains messages and data, and particularly scope of work that is conveyed in a unique and creative way is used in conjunction with the sense of sight. Audio media, also known as listening media is a type of learning media or resource that includes messages or subject matter described in an interesting and exciting way is used solely through the sense of hearing. Because this medium is only available in form of sound. Audio-visual media is a type of learning media or learning resource that includes messages or subject matter presented in an interesting and creative way through the use of the senses of hearing and sight. This media is made up of sound and images.

3. Research Methodology

3. 1. Research Design

The quantitative research method was used in this study. The research design used by the researchers in this study was pre-experimental, which is a one- group, pre-test, and post-test design.

3. 2. Research Instrument

The researchers were used vocabulary test as an instrument in this study. The test are 30 items and it was selected from the vocabulary of folktale story. Test specification are multiple choice 10 items, spelling 5 items, fill the blank 10 items, and pronunciation 5 items. The objectives of test specification are students can identify the meaning of the words, students can spell the words with the corrected spelled, students can identify the word classes based on the picture, students can use the word in a

context, and students can pronounce the words with the correct pronounced.

The test was given twice, namely pre-test and post-test. The pre-test was given to students at the first meeting or before treatment. It aims to measure the level of students' vocabulary knowledge using conventional methods so far. The post-test was given to students at the last meeting or after being given treatment. It aims to see the success or failure of this study.

4. Findings

The research findings will be presented in this section. Based on the previous chapter's

explanation, namely the research question that became the problem statement of this study, stating that does the use of story' retelling technique develops students' vocabulary?

To assess the development of students' vocabulary at SMAN 6 Wajo, particularly in class X MIPA Tahfidz, pretest and posttest vocabulary tests were administered. The results of this study indicate that students' vocabulary mastery develops significantly, which can be seen from the mean scores of pretest and posttest. The following table shows the complete data on students' vocabulary test scores:

Tabel 1. The Mean Score and Standard Deviation

		Pre-Test	Post-Test
N	Valid	34	34
Missing		0	0
Mean		75.24	82.82
Std. Error of Mean		1.945	1.048
Std. Deviation		11.341	6.112

From table 1, we can see that the mean score in the pretest is 75.24, which is included in the classification average, and the standard deviation is 11.341. The mean score for the posttest is included in the good classification, with a mean score of 82.82, and the standard deviation is 6.112. It can be seen that after the

treatment, the students' vocabulary has increased.

Furthermore, the researchers calculated the t-test or hypothesis in this research, which is the result shown in table 2 as follows:

Table 2 The t-test of Pretest and Posttest

	t	Df	Sig. (2-tailed)
Pretest - Posttest	-6.386	33	.000

(Standard of significant at the 0.05 level (2-tailed))

The researchers has been determined the initial hypothesis, namely:

(H1): The Use of Story' Retelling Technique develop students' vocabulary.

(H0): The Use of Story' Retelling Technique does not develop students' vocabulary.

Based on table 2, in column significance is 0.000, and $0.000 < 0.05$ means H1 is accepted and H0 is rejected. From this data, it can be concluded that the use of a story' retelling technique can develop students' vocabulary.

The following table shows the classification of frequency and percentage of pretest and posttest are presented by table 3:

Tabel 3. Classification Students' Score

Classification	Score	Pretest		Posttest	
		Frequency	Percentages	Frequency	Percentages
Excellent	91-100	1	2.95	2	5.88
Good	81-90	12	35.30	15	44.12
Average	71-80	8	23.52	10	29.41
Poor	61-70	6	17.64	7	20.59
Very Poor	< 61	7	20.59	0	0
Total		34	100%	34	100%

Based on the table 3, it shows that in the pretest. From 34 students, in the excellent category there is 1 student (2.95%), good 12 students (25.30%), average 8 students (23.52%), poor 6 students (17.64%), and very poor 7 students (20.59%). It can be seen that the classification score in the good category has high frequency and percentages compared to the others. The post-test results show that from 34 students, the classification score in the excellent category is 2 students (5.88%), good 15 students (44.12%), an average of 10 students (29.41%), poor 7 students.

5. Discussion

In this section, the researchers will discuss the implementation of the pre-test, post-test, and treatment during the research, and the difference between the results of this study and the result of the previous study. According to the previous data analysis description, the use of story' telling technique has a significant impact on developing students' vocabulary. The researchers used a pre-test, treatment, and post-test to determine the level of students' vocabulary mastery. The pre-test was used to determine the students' initial vocabulary mastery, treatment was used to increase the

students' vocabulary, and the post-test was used to determine whether there was a change after the treatment.

The results of data analysis showed that the mean score, standard deviation, frequency and percentage score in the pre-test were lower than the post-test, which means that there is a development of vocabulary mastery after treatment. Based on the data, the results of this study can be compared with previous study. Previous study by Irwan (2014) obtained pre-test results of 4.7625 and a post-test of 6.250, and the result of the t-test score is t_t 2.04 and t_0 6.830. The use of retelling stories can improve students' vocabulary, according to the results of the pre-test, post-test, and t-test. According to the researchers, using story telling approach to teach English vocabulary improved students' English vocabulary, and there was a substantial difference between teaching English vocabulary without the use of a story' retelling technique and teaching English vocabulary with the use of a story' telling technique.

6. Conclusion

After analyzing the data, the researchers found changes before and after applying the use of story' retelling techniques. The mean score of pretests was lower than the posttest mean score, where the pretest was 75.53 (average score), and the posttest was 82.82 (good score). Meanwhile there is a significant difference because the value of Sig (2-tailed) < P or (0.000 < 0.05), so it can be concluded that the use of story' retelling technique that there was develop students' vocabulary mastery at the tenth grade of SMAN 6 Wajo.

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