

Retelling Story through Picture Series to Improve Speaking Skill the Eleventh Grade Students of SMAN 6 Pangkep

Hardianti¹, Syarifuddin Dollah², Geminastiti Sakkir^{3*}

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

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

Abstract

This study aims to (1) find out whether there is an improvement in the speaking skill of students through retelling stories using picture series and (2) find out whether there is an increase in speaking skill through using picture series on vocabulary, and pronunciation. The population of this research is the eleventh-grade students of SMAN 6 Pangkep given by the school. A speaking test was used as an instrument to collect data in this study. The research design used in this research is a pre-experimental, which is one group pretest-posttest design with the sample from class XI MIA, which consists of 19 students using cluster random sampling technique. The mean score of the post-test was 7.00 and which is classified as a very good score, while the standard deviation was .745. The researchers analyzed the data quantitatively by using inferential statistics SPSS 26. The results of the data analysis showed that using retelling story through picture series can improve students' speaking skill. It can be proven by the acquisition of significance value (2- tailed) was 0.000 less than 0.05. It means H₀ is rejected and H₁ is accepted. So, it can be concluded that the use of retelling story through picture series improves the speaking skill of the eleventh-grade students of SMAN 6 Pangkep.

Keywords: *Speaking skill, retelling story, picture series.*

1. Introduction

There are four basic language skills in English learning as a foreign language: listening, speaking, reading, and writing. Students have studied English from elementary school to university. As a result, English is a common subject for students. English is also included as a subject in national exams. Nonetheless, many students struggle to learn English. It is becoming increasingly important for students learning English, particularly speaking skills.

Speaking is one of the four skills that students should be taught because it will help them use their English in communication and interaction with others. According to Harmer (2007), there are two main components in speaking: the

speaker and the listener. The function of the speaker is to provide information, and the function of the listener is to receive information from the speaker. To avoid miscommunication that happened to them, the speaker and listener must work together. Some researchers have conducted studies on speaking ability and its impact on English teaching through storytelling. Their conclusions are as follows:

Purwatiningsih (2015), "Improving Speaking Ability Through Story Telling Technique by Using Picture Series," Journal. The study's findings indicated that the technique's implementation was successful in improving the students' speaking ability, as the success criteria were met. Using the story-telling

technique with picture series to teach speaking entails several procedures: 1) carefully reading the narrative text; 2) comprehending grammar and difficult words; and 3) employing diction appropriate to the context. 4) group discussion of the text, 5) use of own sentences to deliver the story, 6) avoiding mistakes by having picture series, 7) understanding the message or social value of the text, and 8) providing a reward to increase motivation.

2. Literature Review

2. 1. Definition of Speaking

Brown (2006) defines speaking as an interactive process in which individuals alternate in their roles as speakers and listeners and use both verbal and nonverbal means to achieve their communicative goals. In other words, speaking is the process of creating and sharing meaning in a variety of contexts through the use of verbal and nonverbal symbols.

Harmer's (2007) English speaking ability is the ability to purposefully verbalize the English language in conversation, to speak fluently and effectively, to use language structure and vocabulary in the appropriate context, to use appropriate pronunciation, and to apply appropriate manner. Furthermore, speaking is defined by Byrne (1986) as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are determined by the context, the participants, and the purposes of speaking.

2. 2. Elements of Speaking

Speaking is also one of the most commonly used language arts by people all over the world. Speaking is a difficult skill to master. It necessitates the use of several abilities at the same time, which frequently develop at different rates.

a. Pronunciation

Pronunciation is a difficult aspect of learning to speak. It is concerned with phonology, which is the study of how sounds structure and function in a language.

b. Grammar

Students must be able to arrange a correct sentence in conversation. It is consistent with Heaton's (1978) explanation that a student's ability to manipulate the structure and distinguish appropriate grammatical from inappropriate ones. Grammar is also useful in learning the proper way to gain proficiency in a language, both orally and in writing. Grammar is the study of the various forms or structures that can exist in a language. Grammar is a description of the rules that govern the formation of sentences.

c. Vocabulary

Vocabulary refers to the words that are used when speaking. Every language has words. Language emerges as words first, both historically and in terms of how each of us learned our first and subsequent languages.

d. Comprehension

Comprehension refers to the understanding of language, which includes understanding what the speaker says. Oral communication necessitates someone responding to the speech; if someone speaks, he or she can automatically respond to what the other speaker says.

According to the explanation above, students should exercise caution when selecting words and communication styles. Someone who wanted to speak English well had to learn how to speak English. Writing is very different from speaking. Students must understand pronunciation, grammar, vocabulary, fluency, and comprehension, as well as interact with listeners and speak English as fluently as native speakers. The author also concluded that students in the speaking class were expected to

express their ideas, information, and feelings to others. If the students did not practice the language correctly and accurately, they would not be able to speak fluently.

2. 3. Definition of Retelling Story

According to Bachtiar S. Bachir (2005: 160), retelling story activities are feedback that will give you an idea of everything that has been received or responded to by the student after hearing the story. The meaning of feedback these are everything that describes the behavior obtained through the process it goes through. Retelling story presented by students. According to Nurbiana Dhieni, et al. (2005: 6.5), retelling a story is an activity that what is done by someone verbally to another person with a tool or without a tool about what must be conveyed in the form of messages, information, or just a fairy tale that is heard with a sense of fun.

2. 4. Definition of Picture Series

According to Mary Finnocchioaro (1973), picture series is defined as a series of pictures, which are placed on one chart. Picture series is one of the media used in the class. It will improve their creativity to deliver their ideas then they can share their understanding to make their friends also. Picture series are two-dimension visual representations of a person, place, or thing. The picture has a role as a visual aid in teaching speaking which provides a starting point to talk about in the classroom. The picture can be adopted from books, magazines, newspapers, the internet, photograph, brochure, catalogue, posters, cartoons, and strips one drawings. The picture is visual media-based (image or metaphor) and plays an important role in the learning process. The picture can facilitate understanding through the elaboration of the structure and organization and strengthen memory.

3. Research Methodology

3. 1. Research Design

The researchers used a pre-experimental method in this chapter. This type of study enabled the researchers to examine the impact of at least one independent variable and one dependent variable. This research used the pre-test and post-test to measure students' achievement.

3. 2. Research Instrument

The instrument is one of the significant steps in conducting this research. The instrument of this research is a speaking test. The test consists pre-test and a post-test. The researchers were given a story with picture series and then students retell the story.

The researchers used a speaking skill test as the instrument in this study. The test consists of 7 items (picture series). The pre-test aims to know the students' speaking skills before the applying picture series while the post-test aims to know advancement in speaking skills after the applying picture series. The was test used to find out the students' achievements before and after giving treatment, especially the students' speaking skills by using picture series.

4. Findings

This section summarizes the research findings. As stated in the previous chapter, the research question posed in this study, namely whether retelling stories through the use of serial pictures can improve the speaking skill of eleventh grade students of SMAN 6 Pangkep or not. The purpose of this study was to see how retelling stories through picture series helps eleventh-grade students at SMAN 6 Pangkep improve their English-speaking skills.

Table 1. Rate Percentage of the Students' Pretest and the Posttest Scores

Classification	Score	Pre-test		Post-test	
		Frequency	Percentages	Frequency	Percentages
Excellent	91-100	0	0	0	0

Good	81-90	0	0	5	26.32
Average	71-80	0	0	7	36.84
Poor	61-70	6	31.58	7	36.84
Very poor	<61	13	68.42	0	0
Total		19	100	19	100

Table 1 shows that in the pre-test there were 6 (31.58%) students got poor scores, 13 (68.42%) students got very poor scores, and no students got excellent, good and average. In the post-test, 5 students (26.32%) got good scores, 7 (36.84%) students average scores, 7 (36.84%)

students got poor scores, and none students got very poor scores. From the table above, it can be concluded that the rate percentage of excellent, very good and, good scores was higher than the percentage of the pre-test.

Table 2. Mean Score and Standard Deviation

	N	Mean	Std. Deviation
Pre-test	19	5.32	.749
Post-test	19	7.00	.745

Table 2 shows that the mean score of the pre-test was 5.32 and it is classified as a poor score, while the standard deviation was .749. The

mean score of the post-test was 7.00 and which is classified as a very good score, while the standard deviation was .745.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		19
Normal Parameter s ^{a,b}	Mean	.0000000
	Std. Deviation	.53494764
Most Extreme Difference s	Absolute	.185
	Positive	.131
	Negative	-.185
Test Statistic		.185
Asymp. Sig. (2-tailed)		.086 ^c

Based on the result of the normality test, it is known that the significance value was 0.086>

0.05, it can be concluded that the residual value was normally distributed.

Table 4. Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test – post-test	-1.684	.582	.134	-1.965	-1.404	-12.605	18	.000

Based on table 4, the obtained significance value (2- tailed) was 0.000, which means $0.000 < 0.05$. It means H_0 is rejected and H_1 is accepted. So, it is concluded that the use of retelling story through picture series improves speaking skill.

5. Discussions

Based on the findings, it is shown that the vocabulary of students before the researchers gave the Retelling Story through Picture Series was classified as low. This is evidenced by the scores obtained by students before being given treatment (pretest) and after being given treatment (posttest). The mean score of the pretest was 5.32 and the mean score of the posttest was 7.00. It shows that there is an improvement in students' vocabulary which is relatively high.

The description of data collected from the students' accuracy in terms (vocabulary, grammar and pronunciation) and the students' speaking as explained in the previous section showed that the students' speaking skill in accuracy. It was supported by the mean score and the total score, also the percentage of the improvement of the students' pre-test and post-test results. Based on the finding above, using Retelling Story made students have a mean score that was higher in speaking skill than before they used Retelling story through picture series.

6. Conclusion

Based on the findings and discussion in this chapter, it can be concluded that there was an improvement in English-speaking skill that was taught by using retelling story through picture series, with the mean pre-test score being 5.32 and the post-test mean score is 7.00. Meanwhile, the obtained significance value (2-tailed) was 0.000, which means $0.000 < 0.05$. It means H_0 is rejected and H_1 is accepted. It concluded that the use of Retelling Story through Picture Series improves the speaking skill of eleventh-grade students at SMAN 6 Pangkep.

References

- Ang, N. (2018). Mills, GE, & Gay, LR (2016) Education research: Competencies for analysis and applications. London, England: Pearson Education. *JALT*, 1(2), 71.
- Atmowardoyo, H., & Sakkir, G. (2021). Effects of best-practice based materials in receptive language learning behaviours in improving receptive language skills. *Linguistics and Culture Review*, 5(S1), 1313-1334.
- Atmowardoyo, H., Weda, S., & Sakkir, G. (2020). Information technology used by millennial good English language learners in an Indonesian university to improve their English skills. *Solid State Technology*, 63(5), 9532-9547.
- Atmowardoyo, H., Weda, S., & Sakkir, G. (2021). Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar. *ELT Worldwide*, 8(1), 28-40.
- Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. National Centre for English Language Teaching and Research, Macquarie University, Sydney, New South Wales, Australia 2109.
- Drumm, M. (2013). *The role of personal storytelling in practice*. Glasgow, UK: Institute for Research and Innovation in Social Services.
- Finocchiaro, M. (1977). Role-Playing in the Language Classroom. *Zielsprache Englisch*.
- Handayani, R., Sakkir, G., & Kasman, R. (2021). The Influence of Verbal-Linguistic Intelligence on Students Learning Outcomes in English at SMA Negeri 1 Sidrap. *EduLine: Journal of Education and Learning Innovation*, 1(2), 141-148.
- Harmer, J. (2007). *The practice of English language teaching*. Pearson Longman.

- Haven, K. F., & Ducey, M. (2007). *Crash course in storytelling* (Vol. 388). Greenwood Publishing Group.
- Heaton, J. B. (1988). Writing English language tests.
- Henninger, M. (2013). Data-driven journalism. *Challenge and Change: Reassessing Journalism's Global Future*.
- Hong, J. J., Yang, J., Wooldridge, B. R., & Bhappu, A. D. (2021). Sharing consumers' brand storytelling: influence of consumers' storytelling on brand attitude via emotions and cognitions. *Journal of Product & Brand Management*, 31(2), 265-278.
- Isbell, R. T. (2002). Telling and Retelling Stories: Learning Language and Literacy. Supporting Language Learning. *Young children*, 57(2), 26-30.
- Kasmawati, K. U., & Sakkir, G. U. (2020). IMPROVING STUDENTS READING COMPREHENSION THROUGH a survey, QUESTION, READING, RECITE, REVIEW (SQ3R) a STRATEGY.
- Mills, G. E., & Gay, L. R. (2019). *Educational research: Competencies for analysis and applications*. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
- Pradina, Y. A., & Hastuti, W. D. (2017). The Effect of Picture and Picture Learning model towards science outcomes for students with hearing impairment in the class VII. *Journal of ICSAR*, 1(2), 145-149.
- Rahayu, S., Mustaji, M., & Bachtiar, B. (2018, February). Logical thinking ability and expressive language in early childhood learners. In *1st International Conference on Education Innovation (ICEI 2017)* (pp. 306-308). Atlantis Press.
- Rahman, H., Sakkir, G., & Khalik, S. (2020). Audio-Lingual Method to Improve Students's Speaking Skill at Smp Negeri 1 Baranti. *La Ogi: English Language Journal*, 6(1), 15-21.
- Safitri, N., Muhayyang, M., & Sakkir, G. The Use of Weekly Quizzes in EFL Classroom. *Journal of Excellence in English Language Education*, 1(1), 2808-2079.
- Sakkir, G. (2020). The effectiveness of pictures in enhance writing skill of Senior High School students. *Interference: Journal of Language, Literature, and Linguistics*, 1(1), 1-13.
- Sakkir, G., Mahmud, N., & Ahmad, J. (2020). Improving speaking ability using English" Shock Day" approach. *International Journal of Humanities and Innovation (IJHI)*, 3(2), 50-53.
- Snell-Hornby, M. (2009). What's in a turn? On fits, starts and writhing's in recent translation studies. *Translation studies*, 2(1), 41-51.
- Sugiyono, D. (2013). Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.
- Sutarman, A. (2021). Cerpen Anak Sebagai Bahan Ajar Di Sekolah Dasar Dan Sekolah Tingkat Pertama Sebagai Media Penanaman Budi Pekerti. *Jipkis: Jurnal Ilmiah Pendidikan dan Keislaman*, 1(2), 61-71.
- Swan, M. (2018). The practice of English language teaching.
- Syatriana, E., & Sakkir, G. (2020). Implementing learning model based on interactive learning community for EFL students of Muhammadiyah University. *ELT Worldwide: Journal of English Language Teaching*, 7(1), 24-30.
- Tarigan, H. G. (2009). Metode Pengajaran Bahasa. *Bandung: Angkasa Bandung*.
- Yang, J. (2011). Storytelling as a teaching method in ESL classrooms.
- Zuhri, N. A., Salija, K., & Sakkir, G. (2022). THE IMPACTS OF SPEAKING ANXIETY ON STUDENTS'LEARNING PROCESS. *Journal of Technology in*

Language Pedagogy (JTechLP), 1(3),
324-336.