

THE INFLUENCE OF RETELLING STORY TECHNIQUE IN IMPROVING STUDENTS' SPEAKING SKILL BY USING PICTURE SERIES AT THE FIRST GRADE STUDENTS OF SMAN 3 BANDAR LAMPUNG

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Abstrak. Berbicara merupakan aktivitas yang dilakukan oleh manusia untuk berkomunikasi dan berinteraksi dengan orang lain. Siswa-siswi diharapkan agar mampu untuk mengekspresikan, berkomunikasi, dan memberikan informasi. Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan yang signifikan yang statistic dalam kemampuan berbicara siswa setelah penerapan dari teknik *retelling story* menggunakan rangkaian gambar. Penelitian ini adalah penelitian kuantitatif. Sampel penelitian ini adalah 30 siswa tingkat pertama SMAN 3 Bandar Lampung. Pre-tes dan pos-tes berbicara telah dilakukan untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa adanya peningkatan yang signifikan secara statistik dalam kemampuan berbicara siswa setelah penerapan teknik *retelling story* menggunakan rangkaian gambar dengan tingkat signifikan 0.05. Ini menunjukkan bahwa teknik *retelling story* menggunakan rangkaian gambar dapat membantu siswa meningkatkan kemampuan berbicara mereka.

Abstract Speaking is an activity conducted by people to communicate and interact with other people in appropriate and correct situations. The students are expected to be able to express, communicate, and give information. This study, therefore, was aimed at finding out whether there was a statistically significant improvement of students' speaking skill after the implementation of retelling story technique by using picture series. This research was a quantitative research. The subjects of this research were 30 students of the first year of SMAN 3 Bandar Lampung. Speaking tests in the forms of the pre-test and the post-test were done to collect the data. The results showed that there was a statistically significant improvement of the students' speaking skill after the implementation of retelling story technique by using picture series with the significant level 0.05. This indicates that retelling story technique by using picture series helps students improve their speaking skill.

Keywords: *implementation, speaking, retelling story technique.*

INTRODUCTION

Speaking is unit of communication skill between at least two people and it is a way to express someone's idea orally. Unfortunately, Indonesian students still have experience difficulties to speak in English appropriately, because they lack of practice this skill. This situation unavoidably influences students' speaking skill during the classroom activity. Consequently, in general, they are not able to achieve the objective of learning speaking skill. In contrast to this, the goals of teaching speaking should improve students' speaking skill. Language is used as means of acquiring information (Hogg and David, 2006:28). Therefore, learning speaking should be with activities which invite the student to share the ideas or to get it.

Speaking is one of the complex skills which has many elements. According to Haris (1969:81), speaking has some aspects, such as Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. Therefore, commonly, SMA students experience certain difficulties in learning these aspects of speaking skill.

Generally, students find it difficult to speak English. The majority of students are not fluent in speaking since they usually have problems with grammar and pronunciation. In addition, they are also lack of vocabulary knowledge, thus they have difficulty in arranging sentences when speaking. Consequently, the students are incapable when speaking in English.

In reality, there are many students who are afraid to speak English because they do not know how to speak correctly, and they do not have any confidence even just to say "hello". Moreover, lack of practice and the use of language in the class make the student do not comfortable to speak English. Thus, they cannot explore their ability for communicating in the target language.

Concerning those statements above, teachers should find a way to succeed the teaching-learning process which involves a process of interaction between the teacher and the students. For this reason, the technique that is used in this study is retelling story and picture series as a media. Miller and Pennycuff (2008) say that retelling story has a power to improve students' speaking skill. 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 skill. 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 picture is one of the varieties of teaching aids which is used to explain language meaning construction, to engage students in a topic, or as a basis of whole activity.

Windihastuti (2013) focused on the application of picture series as a media to improve students' achievement. The subject of her study was Grade X of Senior High School 6 Surakarta which consisted of 35 students. It was found that teaching by using picture series as a media could improve students' speaking skill.

In line with the research above, Nizzu (2016) conducted research at the second year *students of SMAN 3 Bandar Lampung*. It was found that retelling story technique can be an alternative to improve students' speaking skill of the students which can be seen from their assessment in speaking; they can reach the minimum mastery criteria.

With regard to the results of those studies, it can be inferred that retelling story technique by using picture series can be implemented in teaching speaking, especially in helping the students improve their speaking skill. The difference between those researchers and this research is that this research does not only focus on finding out students' improvement in speaking skill but also finding out what aspect of speaking that improves the most after the implementation of retelling story technique by using picture series.

METHODS

This study was a quantitative research which used a one group pretest-posttest design. It was applied to see the improvement after the implementation of retelling story technique by using picture series. This research was conducted at the first year of SMAN 3 Bandar Lampung in the academic year of 2017/2018. The class chosen as the sample by using lottery was Class X MIA 2 which consisted of 30 students. The instrument of this research was a speaking test. In the pretest, the students were assigned to retell a text orally by using their own words. After the teacher gave the pretest, the students were given treatments by using retelling story technique through picture series. Then, the posttest was given to the students to evaluate their ability in speaking skill after the implementation of retelling story technique by using picture series. This posttest was similar to the pretest. An inter-rater was also asked to measure the reliability of the test. After that, the scores were analyzed by using SPSS.

RESULTS & DISCUSSION

Results

The result from the calculation by using *Repeated Measure T-Test* (SPSS 19) shows the mean scores of pretest and posttest improved from 55.73 to 67.53. The improvement in each aspect can be seen in the following table.

Table 1. Students' Improvement in Speaking Skill

| No | Components | Pretest | Posttest | Improvement |
|----|----------------------|--------------|--------------|--------------|
| 1 | Pronunciation | 11.53 | 12.93 | 1.4 |
| 2 | Grammar | 10.73 | 13.4 | 2.67 |
| 3 | Vocabulary | 11.47 | 14.53 | 3.06 |
| 4 | Fluency | 10.4 | 11.93 | 1.53 |
| 5 | Comprehension | 11.6 | 14.73 | 3.13 |
| | | | | |
| | total | 55.73 | 67.53 | 11.79 |

Table 1 shows the improvement of the students' scores in speaking aspects from the pretest to the posttest. Nevertheless, before it was done, the researcher made sure that the data were taken randomly, normally distributed, and homogeneous sample.

Then, it can be seen that the result of t-test shows that t-value is 12.163 and the two tail significance show that $p < 0.05$ ($p = .000$). It can be inferred that H_1 is accepted and H_0 is rejected since $0.000 < 0.05$. In conclusion, there is a significant improvement on students speaking skill after retelling story by using picture series implemented. Thus, the hypothesis is accepted.

Discussion

The research findings showed that the implementation of retelling story technique by using picture series in teaching speaking had given a positive effect of the students' speaking skill. In other words, retelling story technique by using picture could improve students' speaking skill. It can be seen from the comparison of the mean scores of pretest and posttest in which the difference is 11.08 (from 55.73 to 67.53).

This study also analyzed the improvement of each aspect of speaking. The gain was obtained in each aspect, they were: pronunciation (1.4), grammar (2.67), vocabulary (3.06), fluency (1.53) and comprehension (3.13). The data of the research revealed that the aspect which improved the most was comprehension.

Retelling story technique by using picture series can be used to improve students' speaking skill. Through Retelling story technique by using picture series, students are actively involved in the learning process. The students can express their ideas, rearrange the story by using their own words. This technique can improve the students' self-esteem. The students can be more relax and it can reduce their anxiety to speak English.

This finding is confirmed by the result of the research conducted by Nizzu (2016) at SMAN 7 Bandar Lampung found that the method revealed that retelling story through picture series can improve students' speaking skill. It has significant influences on students' speaking activities. Moreover, this research explains that retelling story through picture series built students' confidence. 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 the better result.

Finally, according to the explanation above, it can be concluded that the implementation of Retelling story technique by using picture series can improve students' speaking skill. By using Retelling story technique through picture series, the students are helped to be fluent in speaking and to express their ideas in front of the class by using their own words.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Referring to the discussion of the research findings in the previous chapters, these following points of conclusions are cited.

First, there is a significant improvement on students speaking skill after being taught by using retelling story technique through picture series. It can be seen from the mean scores of pretest and posttest. The mean score of pre-test was 55.73 and the mean score of post-test was 67.53, the mean score of the posttest was higher than pretest. It can be concluded that the students' speaking skill improved.

Second, the implementation of Retelling story technique by using picture series could improve students' speaking skill, especially in comprehension aspect. It is because the use of retelling story technique by using picture series in teaching speaking could improve their understanding through the story.

Suggestions

Considering the advantages of retelling story technique by using picture series, the researcher suggests that English teachers apply retelling story technique by using picture series as an alternative technique to improve the students' speaking skill. This is because the technique can help the students to share their own ideas by using their own words and their own way.

Furthermore, there are some weaknesses of this research that need to be considered for English teacher to apply this technique. First, Pronunciation was the lowest improvement among the other aspects of speaking skill. For this reason, English teacher should apply effective strategies for improving this speaking aspect. For

example, the teacher should be more concern with the sound of words and the intonation. The teacher can give repetition drill to exercise the students' tongue. Second, Teacher who intends to teach speaking skill by using retelling story through picture series should use a simple picture which has not many objects in one picture, in order not to make the students feel difficult in explaining the story based on pictures series.

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