Teaching speaking skills through retelling story technique at senior high school

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ABSTRACT

The objectives of this research were to find out whether there was a statistically significant improvement on students' speaking skills in English after the student were taught the retelling story technique and to investigate the relation between students' responses and their speaking achievement. This study was conducted through quantitative approaches, with a total of 30 tenth-grade students at SMAN 1 Gadingrejo. The data were collected by using a speaking test and questionnaire. Data were analysed by using Paired Sample t-test and a Pearson Product Moment. The result showed that there was a statistically significant improvement on students' speaking skills in English after the student were taught the retelling story technique, it can be seen from the result of the Paired-Sample T-Testwhere the significant value was lower than 0.05 (0.000.309). Hence, it can be believe that retelling story technique is effective to improve students' speaking skills in English and also the students' response plays q big role in their achievement after the implementation of the technique in learning language process.

Keywords: speaking skills, retelling story technique, a physical object.

I. INTRODUCTION

English, as a foreign language in Indonesia, is learned from primary school to university. In learning English, students are expected to master four English skills which include listening, speaking, reading and writing.

Speaking is one of language skills that students need to be possessed. Speaking is a unit of communication skill between at least two people and it is a way to express someone's idea orally (Bailey 2005 in Ahmed Amin). The function of speaking is to communicate our ideas of feelings with others. This indicates that speaking has an important role in communication because it is a unit of communication skill between at least two people and as a way to express someone's ideas or feelings to the others orally. Hybel et.al in SyahraFitri. (2001, p. 6) also states that speaking is any process in which people share information, ideas and feelings. It is not only involved spoken and written words but also body language, personal mannerism, and style of anything that add meaning to message. So, through speaking, someone can freely express their thoughts, feelings and opinions.

Based on the Nugroho's research (2010) about teaching English to young learners increased but it has difficult for Indonesian students to speak in English because they lack to practice this skill. In addition, not only to young learners but also the majority of students in senior high school have low capability in oral communication or speaking although they have studied English for three years when they were in Junior High School.

In addition, before the researcher conducted this research, a short interview with the teacher of SMAN 1 Gadingrejo was conducted. There were the same problems in students' speaking skill. They also had big problems; feel unconfident when they have to speak up in front of the other friends, low motivation to practice speaking skill, and the technique that the teacher given is not appropriate.

Thus, based on the interview above, the problem is related to the speaking technique of teaching and learning process. There are various techniques that teachers can use in teaching, especially in speaking to make the students more active and creative in learning speaking. One of them is Retelling Story Technique. Theresearcher chooses the Retelling Story Technique to be applied in that school to help the students in practicing speaking skill in their life. In addition, retelling stories encourages children to use their imagination, expand their ideas, and create visual images as they transfer the plot to a new setting, include different characters, or add new voices.

Eliwarti 2013 in Farhana (2018), retelling story is a part of speaking activities in class it encourages students to retell a story, to speak up. In contrast, Morrow (1985) found that children have difficulty in retelling, but doing practicing in retelling a story could be helped. Rebecca T. Isbell (2002) also supported, retelling stories encourages children to use their imagination, expand their ideas, and create visual images as they transfer the plot to a new setting, include different characters, or add new voices. In line with this Ipit (2014) stated that by applying retelling stories through a picture, the students were very enthusiastic in learning process, they followed the activity actively, they had

the improvement in speaking and they are more easier to think about the topic and the next step is to talk based on it.

Moreover, Rosenberg and Hovland (1960) as cited in Azwar (2012), there are three components of responses that is called tripartite model. The first component is cognitive (beliefs or though), affective (feels), and conative (behaviors). It means, response is about someone's belief, feel, and behavior about something.

Based on the empirical and theoretical explanation above, Retelling Story Technique helped the students to improve the students' speaking ability of recount text. Therefore, the researcher was interested to use this technique which was aimed at finding out a statistically significant improvement on students' speaking ability after the student were taught the retelling story technique and to investigate the relation between students' responses and their speaking achievement.

II. METHODS

Participants

The participants of this research were 30 first grade students at SMAN 1 Gaadingrejo (Class X IPS 1).

Instruments

Two instruments, speaking test and questionnaire, were used to collect data in this study. The speaking test was in the forms of pretest and posttest, while the questionnaire was on 4 *Likert Scale*, ranging from 1 (strongly disagree) to 4 (strongly agree). The questionnaire itself was composed of the principle of the technique and the media that is used.

Data analysis

This study was conducted through quantitative and qualitative approaches. The researcher used a quantitative approach with a one group pretest-posttest design (T1 X T2). To find out there was a statistically significant improvement on students' speaking ability after the students' were taught of retelling story technique, the data were analyzed by using *Paired Sample t-test* in order to find out a statistically significant improvement on students' speaking ability after the students' were taught of retelling story technique ($p<0.05$). In addition, to analyze the students' responses, *a Pearson Product Moment in Correlation Study* (X Y) was applied to the questionnaire.

III. RESULTS AND DISCUSSIONS

Results

After analyzing the data, the researcher gained the improvement of the students' score of pretest and posttest. It showed in the following table.

Table 1 Descriptive Statistic on Pretest and posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	52.00	72.00	60.8000	6.44553
Posttest	30	68.00	88.00	76.2667	6.27493
Valid N listwise	30				

Table 1shows that the mean of students' pretest is 60.80, while the mean is 76.26. It indicates that there is an improvement of students' speaking ability of recount text through Retelling Story technique.

Table 2Students' Improvement of Each Aspect of Speaking Skill

Speaking Aspects	Σ (Pretest)	Σ (Pretest)	Score Improvement	Sig. (2-tailed)
Pronunciation	12.5333	15.4667	2.9334	0.00
Vocabulary	12.7333	15.0000	2.2667	0.00
Fluency	11.4667	15.4000	3.9333	0.00
Comprehension	11.7333	14.8667	3.1334	0.00
Grammar	12.2667	15.4000	3.1333	0.00
Total	60.7333	76.1334	15.4001	0.00

Table 2shows that there is an improvement of students' speaking skill in each aspect. All the aspects improve, but the aspect that improves the most is *fluency* and the aspect that improves the least is *vocabulary*. It prove by the mean pretest of fluency aspect is 11.4667 to 15.4000 or the gain is 3.9333, in addition mean posttest of vocabulary is 12.7333 to 15.0000 or the gain is 2.2667. This is the reason the fluency is higher than vocabulary aspect.

Table 3 Hypothesis Testing

		Paired Samples Test							
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre test - post test	-15.25926	3.68565	.70930	-16.71726	-13.80126	-21.513	26	.000

Table 3shows that the result of computation is analyzedby using *Paired Sample t-test*p<0.05 (0.000<0.05). It means the proposed was accepted. Thus, it can be concluded that there is a statistically significant improvement on students' speaking ability after the student were taught the retelling story technique.

To answer the second research question the relation between students' response and their speaking achievement will be showed in Table below:

Table 4 The Result of Students' Questionnaire

	Correlations	Students' Responses	Speaking Achievement
Students' Responses	Pearson Correlation	1	.373[*]
	Sig. (2-tailed)		.043
	N	30	30
Speaking Achievement	Pearson Correlation	.373[*]	1
	Sig. (2-tailed)	.043	
	N	30	30
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 4shows that the score of Pearson correlation is 0.373, and the significant level is 0.043. It can be concluded that there was a positive relation in low correlation and also significant level between student's responses and their speaking achievement.

Discussion

1. The students' speaking improvement after the implementation of retelling story technique

The retelling story technique could improve the students' speaking ability of recount text because the students spoke freely and correctly, be more active in answering the researcher's question, and feel enjoy when they are retelling about their story. In line with this Ipit (2014) who states that by applying retelling stories through a picture, the students were very enthusiastic in learning process, they followed the activity actively, they had the improvement in speaking and they are more easier to think about the topic and the next step is to talk based on it.

Rebecca T. Isbell (2002) also supported, the students enjoy and learn from a story told. But they also have the added benefit of a model 'retelling story technique' that uses oral language expressively and fluently. Related to Isbell statement above, retelling story technique can improve student's speaking ability especially in fluency aspect; the story becomes personally meaningful to them because they have been involved in the process. If the students have stuck and some pauses at their performance they need a guide as physical object like a picture to help it. It is in line with Stevick (1980) state that a picture as a media is used to present the target language physically in order for language learners to use their senses in learning language. In Addition, a picture means to present truth in front of language learners so that they can see and touch it.

In addition, retelling story technique improved all the aspects of speaking i.e., pronunciation, vocabulary, fluency, comprehension, and grammar. The majority of the students retell their story freely and correctly without difficulties in their performance, it is about fluency aspect as the highest score than the other aspects.

The score of finding fluency aspect was 11.4667 in the pretest and 15.4000 in the posttest. It got the highest gain score 3.9333 (from 11.4667 in the pretest to 15.4000 in the posttest). The improvement of students' score caused they use their background knowledge to remember the specific story that they retell it which helped them to speak up freely and correctly in front of the other friends. It is in line with Chang & Read 2006 in Tzu-Ying Huang (2015) also supported that Learners actively contribute knowledge from linguistic and nonlinguistic (i.e., experiences, background knowledge) sources to reorganize speakers' intended meaning. In the learning process, if the students have stuck and some pauses at their performance they need a guide as physical object like a picture to help it. The reason because a picture as a media to present truth in front of language learners so that they can see and touch it.

2. The correlation between student's responses and speaking achievement

Furthermore, on the students' response on the implementation of retelling story technique, there were three categories in the questionnaire, those were belief or though, feel, and behavior related to aspects of speaking. The research found that there was a positive response but in low correlation, it can be seen from the score of Pearson correlation because the coefficient correlation is higher than the critical value of r table (0.373 > 0.309). The result of this research also showed that there was a high significant between student's responses and their speaking achievement with significant level was (p< 0.043 p=0.05). Azwar (2012) also stated that response as a concept focuses on how an

individual thinks, acts, and beliefs. It also applies for the students at senior high school; students who have positive responses tend to show positive behavior during the learning processes.

Relating to the Azwar statement above, some theories also show that positive response is highly needed when someone wants to achieve better language proficiency. Several studies were also conducted to find out the relation between students' response and their achievements. Most of the results reveal that it has positive relation. Students who possess positive response towards for the students at senior high school in learning processes also get better scores in their achievements. It can be concluded that students' response plays a big role in their achievement.

IV. CONCLUSIONS AND SUGGESTIONS

After conducting this research and analyzing the data, it can be concluded that:

1. There is a statistically significant improvement on students' speaking ability after the students were taught the retelling story technique. It proves that the mean score of the pretest and posttest. The mean score pretest was 60.80 and the mean score of posttest was 76.26, the mean score of the posttest was higher than pretest. It can be concluded that the students' speaking skill improved. It happens because retelling story technique helped the students to express their ideas.

2. The highest improvement is fluency followed Grammar, Comprehension Pronunciation, and Vocabulary. This is showed from the result of this research. The researcher found that the improvement score of each aspect, Pronunciation improved from 12.53 to 15.46, Vocabulary improved from 12.73 to 15.00, Fluency improved the most from 11.46 to 15.40, Comprehension improved from 11.73 to 14.86, and also Grammar improved from 12.26 to 15.60. Fluency improved the most because the students were able to speak English without pauses and stuck in some sentences. On the other hand, the students could speak up freely and correctly in front all of the other people.

3. There was a positive relation in low correlation between student's responses and their speaking achievement. It can be seen from the table of correlation person product moment because the coefficient correlation is higher than the critical value of r table (0.373 > 0.309). The result of this research also showed that there was a high significant between student's responses and their speaking achievement with significant level was ($p< 0.043$ $p=0.05$). Therefore, the null hypothesis was rejected and the research hypothesis is accepted.

Furthermore, the author found some things that need to be considered. For the further researchers, it is suggested that:

1. The further researcher is suggested to manage the limited time properly for practicing the retelling story technique for all of the students in front of the class. Using the limited time effectively; spread the time for the students to work in pairs, work in groups, and retell the story in front of the class. It is very important point for the successful learning process.

2. The further researcher is suggested not only use audio recorder but also to use the video recorder to see the result and improvement by the students' speaking skill through this technique. It gives a powerful evidence for the result. Moreover, the further researcher can get deep analysis for speaking and the students' expression during this treatment. The video recorder is better than an audio recorder.

3. The further researcher is suggested to apply retelling story technique in speaking skill but in different material. Here, this researcher used recount text for the next on to the other material such a narrative text, etc.

4. The further researcher is suggested to compare the retelling story technique with the other techniques to see which the techniques are more affective for the speaking skill in different sample of the research.

For the English teacher, it is suggested that:

1. English teachers are suggested to use a picture and video as the media for helping the students more understanding of the material and improving their speaking ability.

2. English teachers are suggested to manage the time properly for practicing the speaking skill to all of students in the class. Using the time effectively; spread the time for the students to work in pairs, work in groups, and performance in front of the class. It is very important to point out the successful learning speaking process.

3. English teachers are suggested to use retelling story technique as one of the alternative techniques to improve the students' speaking skill. This is because the technique can help the students share their own idea through their own words in their own way.

4. English teachers are suggested to combine retelling story technique with a media for measuring the power of them in achieving the students' speaking skill.

Moreover, the student should learn more about the recount text and should practice their speaking skill by using this technique to be more better in speak freely and correctly.

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