

RETELLING STORY THROUGH PICTURE SERIES TO IMPROVE STUDENTS' SPEAKING SKILL

(A Classroom Action Research at The Eleventh Grade Students of SMK
Al-Wutsqo Kota Serang)

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ABSTRACT

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This research was conducted to solve the students' problems in speaking. It is to improve the students' speaking skill through retelling story technique by using picture series in terms of content and delivery of the story. Using pictures series is very important for students more active, because it can help the students improve their speaking and imagination that they know. The design of this research was Classroom Action Research (CAR) which was conducted in two cycles consisting of two meetings. The subjects of this research were students of grade XI of SMK AL-WUTSQO Kota Serang in 2017/2018 academic year. The instruments to collect the data were observation checklists, speaking task measured using scoring rubrics, study documentation, fieldnote, and questionnaires. The writer collected data from 22 students speaking in one class by using Classroom Action Research (CAR). The method of this research is descriptive qualitative which uses cycle

model as follows: Plan, Action, Observation, and Reflection. The result of this research there is an improvement of students' speaking skill. It can be seen from the students' result of speaking performance test each cycle where in pre-cycle students' speaking skill got a total of 1195 with an average of 54,5 (low). In the first cycle got a total of 1363 with an average of 61,7 (fair) and at the last of the second cycle there was an increase in students' English speaking skill to 1569 with an average of 71,3 (good). In the last cycle students' average score is good based on the position of speaking proficiency. Based on the average scores of students from each cycle, we can compare and conclude that retelling the story by using picture series in improving students' speaking skill is effective. The retelling story by using picture series can build students' confidence. It can also increase students' motivation in learning a story.

Keywords : *Retelling Story, Picture Series, Speaking Skill, CAR.*

A. INTRODUCTION

Speaking is one of productive skills, which is considered important. It is important for many language learners to be involved in spoken language. By speaking, students can convey information and ideas and maintain social relationships. According to David Nunan defines that the speaking is “the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.”¹ It means, students can share ideas and opinions to listeners by speaking. One of the goals of teaching English in the context of speaking is to enable students to speak in the right way. However, this is a big problem for vocational students, particularly SMK AL-WUTSQQ Kota Serang. This is based on the actual data the writer gets in the classroom when the teacher speaks: most students want to hear Indonesian rather than English and students always use their native language. They believe that they are not proficient enough to speak. This is evidenced when they prefer to write

¹ David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003), 48.

rather than talk what they want. Students recognize that speaking is considered the most difficult skill to be mastered.

According to David Nunan said that “many people feel that speaking in a new language is harder than reading, writing, or listening for second reasons. First, unlike reading or you speak, writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.”² Based on the exposure, the difficulty is not only in generating and organizing ideas, but also choosing vocabulary. This negative attitude makes the students less confident as a speaker. This problem is assumed to be caused by two reasons, which may come from teachers and students. The problem faced by students is that students don’t want to practice and don’t feel confident. Then, the problem that comes from the teacher is the method of teaching that may not be appropriate for the student. Teachers still use traditional teaching methods without using the media, except books that make students feel bored during the teaching and learning process. This may be due to low support facilities such as using a projector. Therefore, the writer feels obligated to find the right techniques to apply in order to improve students' speaking skill. The writer is interested in doing classroom action research by retelling story through picture series.

According to Rachmawaty and Hermagustiana said that retelling story is “recommended to be implemented. More often than usual in order to develop students' speaking fluency.”³ They also call for learners to collect short stories to tell each other in or outside their classes. Since this section also discussed how to use visuals to stimulate spoken production that is picture description. Describing pictures is an activity which can be recommended especially for lower proficiency levels because it doesn’t require as much as an interactive organization tasks do. In line with the teaching narrative text using retelling

² David Nunan, *Practical English Language Teaching*, 48.

³ Opinion according to Rachmawaty and Hermagustiana cited from journal Bc. Petra Šolcová, “Teaching Speaking Skills”, Thesis. (Masaryk University Faculty of Arts: Action Austria/Czech Republic grant, 2011), 91.

story, teacher can use picture series. Andrew Wright said that the picture is “the basis of all the activities involves the teacher, tape or written text describing the content of a picture, with the picture illustrating the meaning of the ‘new language’.”⁴

In retelling story, students can employ some pictures which show the characters involved in it, the setting of the story, and the plot of the story. Students can tell the story on the bases of the picture series they get. After getting the narrative text, students can begin their story retelling by seeing the picture which shows the introduction of the story as they are real in the narrative text. After that, they can go to the next pictures to continue the story. The students can do so kind of activities until the end of the story.⁵

Several studies have proved that retelling story through picture series is a valuable source in the development of a teaching learning process. Devina Nizzu (Improving Students’ Speaking Skills through Retelling Story by Using Picture Series) said that retelling story through picture series can improve self-confidence of the student, motivation and also improve students’ speaking skills in five aspects, pronunciation, grammar, vocabulary, fluency, and comprehension. However, it is very important things for teacher helps the students by making the activity or using picture to develop the student’s motivation to get the best result.

Moreover, retelling story by using picture series helps students to be inspired to have many creative ideas. With the detailed illustrations depicted by the picture series, students can effectively express a good story. Picture series is used as an additional tool to motivate students to develop their vocabulary. Consideration of using picture series in retelling stories can encourage students to imagine the chronological events of the story in the picture. This picture series can also gain the power to acquire new languages.

⁴ Andrew Wright, *Pictures for Language Learning* (New York: Cambridge University Press, 1989), 15-20.

⁵ Purwatiningsih, “Improving Speaking Ability Through Story Telling Technique By Using Picture Series.” *Forum: Journal on English as a Foreign Language*, Volume 5, Number 1, (March 2015) : 59-60.

Based on the explanation above, the writer is interested to conduct a classroom action research with the title “RETELLING STORY THROUGH PICTURE SERIES TO IMPROVE STUDENTS' SPEAKING SKILL (A Classroom Action Research at The Eleventh Grade Students of SMK AL-WUTSQO Kota Serang).” In addition, this research was expected that retelling story by using picture series could give better effects in improving students' skill in speaking. Furthermore, by using retelling story through picture series, students are expected to gain more information and explanation of many things on the story. Hopefully, this research could give some contribution for language teaching, especially in retelling story technique.

B. DISCUSSION

1. Teaching Speaking

According to Jeremy Harmer, there are three main reasons for getting students to speak in the classroom: 1) Speaking activities provide the opportunities to practice real life speaking in the safety of the classroom. 2) Speaking tasks in which students try to use any or all of the language they know to provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. 3) More students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become.⁶ As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Teaching speaking means to help students to know about the language and most importantly to know about how to use the language communicatively in every context in their everyday life. Since speaking is skill, to teach

⁶ Jeremy Harmer, *How to Teach English* (London: Longman, 2007), 123.

speaking also means to help students to develop ability to carry out meaningful conversation in the target language.

In teaching and learning process, both the teachers and the students give great contribution to the success of teaching. As result, the teacher should pay attention to the way of teaching, including the techniques which are chosen and implemented. Douglas Brown also gives seven principles for designing speaking techniques.⁷ Firstly, the teacher uses techniques that cover the spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency. Secondly, the teachers should try at all times to appeal to students ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and being all they can be. Thirdly, the teacher takes the use of authentic language in meaningful contexts. Fourthly, the teacher provides appropriate feedback and correction. Fifthly, the teachers are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Sixthly, the teacher gives the students opportunities to initiate oral communication. Seventhly, the teachers make sure that the students become aware and have enough chance to practice such strategies in the class to produce oral language.

2. Narrative Text

A narrative text tells a story from a particular point of view and can be presented using words, images and/or sounds. Its purpose is to narrate events, entertain and engage the reader in an imaginative experience. Narrative can also be used to teach, persuade or inform the reader. Narratives explore themes related to deeper human concerns, such as trust

⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Longman, 2001), 275.

and honesty, true love, and friendship, good overcoming evil, valuing people and overcoming challenges.⁸

While narratives are often fictional, they can be based on fact. Narrative text is often written as prose, but can take other forms such as ballad or narrative songs, folktales, fairytales, traditional tales, short stories, picture books, myths and legends are all narrative texts.

The narrative structure contains:

1. An orientation that sets the scene and introduces the characters.
2. A complication that describes events that led to a problem.
3. A resolution that describes how and why the complication is resolved.
4. A coda/reorientation that ties up loose ends (optional).⁹

3. Picture Series

There are many definitions of picture series according to experts. Jeremy Harmer says that pictures are extremely useful for a variety of communication activities, especially they have a game-like feel, such as describe and draw activities.¹⁰ It means that pictures are often used to present situations to help students work with grammar and vocabulary. But their potential to bring students to different worlds also means that they can be used to encourage students to fly in their creative imagination.

Raimes adds that pictures can be valuable resources for teaching. Picture provides a shared experience for students in the class, a common base that leads to a variety of language activities.¹¹ It means that the use of pictures in the classroom provides a stimulating focus for the students' attention.

⁸ Pardiyono, *Sure You Can! Genre: Mastering English Through Context (Panduan Praktis Penguasaan Genre, Vocabulary, dan Grammar)* (Yogyakarta: Andi Offset, 2016), 79.

⁹ Pardiyono, *Sure You Can! Genre: Mastering English Through Context (Panduan Praktis Penguasaan Genre, Vocabulary, dan Grammar)*, 80.

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2004), 135.

¹¹ Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), 27.

According to Andrew Wright states that the picture is “the basis of all the activities involves the teacher, tape or written text describing the content of a picture, with the picture illustrating the meaning of the ‘new language’.”¹² Alternatively, one or more pictures might illustrate a dialogue or story; if the dialogue and pictures are understood then it is hoped that the language which is new to the student will also be understood. Picture also can motivate student want to pay attention and want to take part. Picture can be used to motivate the learner and to remind him or her what want to say. A more demanding activity is when the student tries to remember a number of lines of text and is prompted by a series of pictures. Series of pictures is the sequence of the pictures that illustrate a story (or a process).

Based on the definition of experts above, the writer concluded that picture series is a series of picture arranged chronologically so that it can form a coherent story to motivate and to remind the learners what want to say.

4. Retelling Story

Amato and Ziegler said that retelling stories is another active procedure that may aid comprehension, concept of story structure, and oral language.¹³ Storytelling of this kind enables the student to play a large and active role in reconstructing stories. It also provides for interaction between the teller and the listener. Retelling story requires the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand. Retellings build story comprehension. In retelling story, readers or listeners tell what they remember about the story orally or through

¹² Andrew Wright, *Pictures for Language Learning* (New York: Cambridge University Press, 1989), 22.

¹³ Opinion according to Amato and Ziegler quoted from Lesley Mandel Morrow, “Retelling Stories: A Strategy for Improving Young Children’s Comprehension, Concept of Story Structure, and Oral Language Complexity.” *The Elementary School Journal*, Volume 85, Number 5, (May, 1985), 647.

dramatization, drawing, or writing. Retelling does not mean memorizing. It means recounting the story in the students' own words. Retellings require the students to think more conceptually to look at the bigger picture rather than answering specific questions about the text. Retelling also helps learners internalize information and concepts, such as vocabulary and story structure. The more experiences learners have with retelling, the more they are able to understand, synthesize, and infer. In addition, Retelling story is grounded in an understanding of the crucial role that oral language plays in both the formation and sharing of meaning.

Gail E. Tompkins also says retelling is an instructional tool as well as an assessment technique. Teachers use story retelling to monitor students' comprehension of a story. They sit one-on-one with individual students in a quiet area of the classroom and ask them to retell a story they have just read or listened to read aloud. McKenna and Stahl in book of Gail E. Tompkins identified three benefits of story retelling:

- a. Students expand their oral language,
- b. Enhance their use of comprehension strategies, and
- c. Deepen their knowledge of story structure.¹⁴

There are some elements of retelling story, such as: setting, characters, the problem, order of events (beginning, middle, and end of the story), and solution (problem solved).¹⁵

More specifically, retelling story also helps students express ideas in the format of beginning, middle, and end of the story, including the characters and setting a story has to have. For instances, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class. When students participate regularly in retelling activities, their

¹⁴ Gail E. Tompkins, *50 Literacy Strategies: Step by Step* (Boston: Pearson, 2013), 134.

¹⁵ Miss Nelson, "Retelling: elements of a story," May 25th 2018, <https://betterlesson.com/lesson/resource/2406840/retelling-elements-of-a-story-pdf>

comprehension improves as they focus on the big ideas in the story, and their oral language abilities are enhanced as they incorporate sentence patterns, vocabulary, and phrases from stories into their own talk.

C. METHOD

The study is a classroom action research conducted in SMK Al-Wutsqo Kota Serang and the subjects of the research were 22 students of class XI TKJ, which consisted of 16 male students and 6 female students in the academic year 2017-2018.

This research follows the procedures proposed by by Kemmis and Mc Taggart “spiral cycle” consisted of: 1) Planning, 2) Acting, 3) Observing, 4) Reflecting.¹⁶ The writer conducted two cycles consisting of two meetings. They are as follows:

Cycle I

The objective of Cycle I is to introduce retelling story technique by using picture series to students. Before conducting Cycle I, the writer plans to distribute a questionnaire to find out the students’ initial motivation in learning English. Cycle I consists of four phases, i.e.: planning, acting, observing, and reflecting.

a. Planning

Planning is done in this cycle I, researcher learns retelling story techniques using picture series in order to improve students' speaking ability in English subjects. The activities are undertaken at this stage include:

- 1) The learning technique use retelling story.
- 2) The researcher designs the Lesson Plan and applied to the retelling story.
- 3) The learning media is picture series.

¹⁶ Stephen Kemmis & Robin McTaggart, *The Action Research Planner* (New York: Springer, 2014), 18-19.

- 4) The researcher provides material narrative text type of folktale Malin Kundang story.
- 5) The researcher creates a retelling chart to identify stories so that students easily understand the story.
- 6) The researcher designs an evaluation or assessment to be used in the observation after students practice retelling the story through picture series in student's speaking skill.

b. Acting

The researcher performs the action that will be implemented on narrative text learning (folktale) by using the retelling story through picture series method, that is after the description of the class condition, the attention of the student's speaking skill, and the learning means, thus the implementation is done. Activities are undertaken at this stage are implementing planned learning scenarios. As for activities are undertaken at this stage include :

- 1) The researcher conducts the classroom action research by introduce the story about Indonesian folktale (Malin Kundang) by using the method of retelling story through picture series.
- 2) The researcher explains and provides an example by using the method of retelling story through picture series.
- 3) The researcher gives the student duration to perform in front of the class.
- 4) The researcher explains and provides motivation on learning retelling story about Malin Kundang by using picture series.
- 5) The researcher provides guidance to students how to retell the story well and right by using the picture series media.

c. Observing

This stage is done by observing the implementation of classroom action research by using observation checklist that has been prepared to know developing student's speaking skill.

d. Reflecting

Reflection is done by discussing the results of observations, achievements, and shortcomings during the learning process. This reflection is done by researcher and teacher. The results of reflection are used as a consideration for learning the next cycle. Then, evaluating the result of this activity is aimed to know the difficulties of using this medium of study.

Collaboratively, the researcher and teacher analyze the results of observation. Further reflecting and drawing temporary conclusions on the implementation and improvement of learning in cycle I. Then the researcher sets the new design to renew the action will be done in the cycle II.

Cycle II

Basically the activities of Cycle II are similar to those in Cycle I, but there was an activity to add English vocabulary to the Eleventh grade in speaking English, the researcher asked the students to look up the meaning of the underlined vocabulary in the story by using dictionary. Then, the students memorized it in order to facilitate students in retelling stories. The aims of Cycle II are:

- 1) The researcher invites and gives time beforehand to student to listen, understand, and ask during learning process progress which students do not experience confusion.
- 2) The researcher gives an example to be easily understood by any group that has difficulty and directed to all students in the group should work together to help students who have difficulty in the group while practicing in retelling the story through picture series well.
- 3) The researcher should provide more motivation for students to be brave and quick to memorize and understand the content of the story as well as the researcher should instill an optimistic attitude to the

students to be willing and able to speak in English by using retelling story through picture series.

a. Planning

The researcher makes a learning plan based on the results of reflection in cycle I. In cycle II contains the learning planning that should be done by the researcher and is a continuation of the cycle I.

b. Acting

The researcher carry out learning based on lesson plan reflection results in cycle I. As for activities are undertaken at this stage include :

- 1) The researcher brings a material of lesson.
- 2) Students perform in front of the class and other pay attention to discuss about content of the legend of Surabaya story.

c. Observing

The researcher carry out the observations on the activities of retelling the story using the picture series media by looking at the effectiveness of the purpose of improving student's speaking skill.

d. Reflecting

This reflection activity in cycle II is intended to reflect the findings at the time of learning in cycle II. The reflection is carried out to discuss the advantages and to know the effectiveness and achievement of the practice as well as to know the difficulties of using retelling story through picture series found at the learning in cycle II.

By applying classroom action research, it is expected that the researcher can solve the problems faced in the classroom by implementing the technique in the teaching-learning process of speaking. Criteria of success are set up to determine whether the action in the research is successful or not which are emphasized on the

process and the product of the teaching-learning activities. This classroom action research is considered to be successful if it meets the following criteria:

- a. If 70% of the students participate or are actively involved in the teaching-learning process from reading activity to speaking activities.
- b. If the average of student's score get the higher than Standardized Score or in Indonesia called *Standar Kelulusan Batas Minimal (SKBM)*, thus this implies that the action is successful, if the students' mean score is greater than or equal to 75. In SMK Al-Wutsqo Kota Serang SKBM for English lesson is 75 at least.

D. THE RESULT OF STUDY

Based on the result of the speaking test (story-retelling performance) which was conducted within speaking class, there was an improvement of the students' mean score from the pre-test to the test 1. The mean score of the pre-cycle test was 54,5 while the mean score cycle 1 was 61,7. It means that there was slight improvement on the mean score when it was compared with the mean score of pre-cycle test.

Besides, the data obtained from the observation checklist showed that the students actively participated in the teaching-learning process. During two meetings of the process of teaching and learning of speaking test, most of students fully paid attention to the teacher's explanation. The students were excited in asking and answering questions toward the stories of folktale in retelling a story "The Legend of Malin Kundang" in Cycle I, it was found that most of students were active although some students still confuse what they should answer from the researcher's questions. The results of assessment were one student (4,54 %) got score between 50–52 was low, four students (18,18 %) got score between 56–58 was slow, six students (27,2 %) got score between 59–61 was fair, four students (18,18 %) got score between 62–64 was fair, five students (22,7 %) got score between 65–67 was fair, and two

students (9,0 %) got score between 68–70 was still fair. From these data it could be stated that there were 11 students (49,8 %) who were categorized as actively involved in the teaching-learning process.

Besides the improvement of score in cycle II has met the criteria of success, it was 70 % of the students got score equal to or greater than 75. Having observed the second activity, the researcher concluded that the increasing of the students which fluency was observed well. There were an increasing of students in expressing the story content of the picture series and the students got useful motivation from the moral value from story of “The Legend of Surabaya” as well as the students looked more active than cycle I. The research found that only three students (13,63 %) got score between 62–64 was fair, eight students (36,36 %) got score between 68–70 was fair, three students (13,63 %) got score between 71–73 was still fair, six students (27,27 %) got score between 74–76 was good, and two students (9,09 %) got score between 80–82 was very good. There were 19 students whose score met the minimum criterion of learning success or (KKM) since the average score was 71,3. The improvement of students’ achievement can be seen in the following figure.

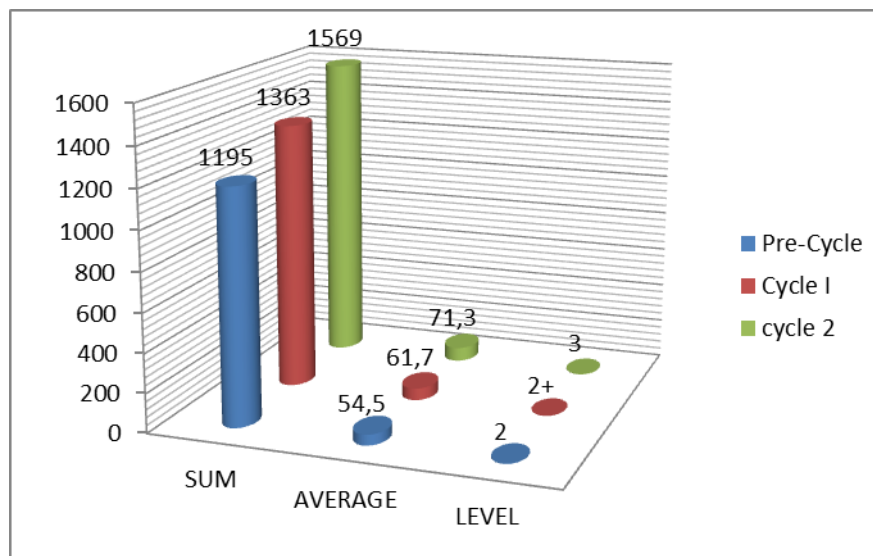


Figure 1. The Improvement of Students’ Speaking Score

The finding of this study has proven that story-retelling technique can improve the students speaking skill. It can be seen from the improvement of the students' score. The students' average score in the starting point (pre-cycle study) was 54,5. After the implementation of the story-retelling technique using picture series as media, it became 71,3. It is said that the implementation of story-retelling strategy had met the criteria of success. This is because students started to be confident toward the English speaking skill, the students have been paying attention to the teacher's explanation and following the lesson well, the students have responded to the questions both from the teacher and friend, the students have asked to the teacher about the material that is considered less clearly, and students are also active in retelling the story through picture series so that the students' speaking skill become improved.

The use of media (picture series), they really helped both the teacher and the students. Using picture series helps students to be inspired to have many creative ideas. With the detailed illustrations depicted by the picture series, students could effectively express a good story, the students enjoyed some activities and they were motivated to be involved in the activities during the implementation of the technique.

E. CONCLUSIONS

After the action research was conducted through 2 cycles and the data were analyzed, a number of conclusions could be drawn. 2. The students' speaking skill improves significantly. This is indicated by the mean score of pre-cycle and the end of cycle I and cycle II. The mean score of pre-cycle was 54,5 (low) while the mean score of cycle I was 61,7 (fair) and the mean score of cycle II was 71,3 (good). Based on the mean scores of students from each cycle, we can compare and conclude that retelling a story by using picture series in improving students' speaking skill is effective. The retelling story by using picture series can build students' confidence. It can also increase students' motivation in learning a story. It can be seen that the use of picture series helps students in learning speaking skill. The students have some new

vocabulary when retelling the story. Students can know several verbs in the past tense. Retelling a story by using picture series can enhance the students' imagination and focus their thoughts and pointers on the story.

F. SUGGESTIONS

Based on the finding of the research, the writer would like to give some suggestions as follows:

1. The results of this research can be used by teacher to further improve the role and competence in teaching, because in the learning process is largely determined by the role of teacher.
2. The students should improve their ability to learn speaking English and be more active in following the English teaching process that provided by the teacher.
3. The results of this research can be used by school in addition to considerations that can support the improvement of students and teacher in the learning and teaching process, especially in English lesson and to motivate the students to further improve the English speaking ability.
4. It is expected that the results of this research can be used by the further researcher as reference material or can develop the research knowledge relating to applying retelling story by using picture series in order to improve students' ability in speaking English.

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