

**RETELLING STORY THROUGH PICTURE SERIES TO IMPROVE STUDENT'S
SPEAKING SKILL AT EIGHT 2 STUDENT'S OF SMP NEGERI 2 SIPOHOLON
IN ACADEMIC YEAR 2022/2023**

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Abstract

This study was concerned with the improvement of students' achievement in speaking skill using Retelling Story Through Picture Series. The objectives of the study were to find out whether the vocabulary aspects improve after using the learning technique of retelling story through picture series. The study was conducted by applying classroom Action Research. The subject of the study were Grade eight students of SMP Negeri 2 Sipoholon, consisting of 29 students. The study was conducted in two cycle and each cycle consisted two meetings. The instrument of data collection consisted of qualitative and quantitative data. The quantitative data were taken from students' speaking test and the qualitative data were taken from diary notes, interview, and observation. The result show the improvement of students' score from Test I and Test II. The mean of the students' score from I (Cycle I) was 47.41, Test II (Cycle II) was 78.27. Based on observation sheet, it was found that the teaching learning process ran well. The students were active and enthusiastic in speaking. In line with the data, it was found that Retelling Story Through Picture series can improve Grade Eight Students' speaking achievement.

Keywords: *Reteling Story, Picture Series, Speaking*

INTRODUCTION

Background of the Study

Speaking is a way to show the intention through spoken words. Speaking is one of the most difficult aspects for students to master. The elements of speaking such as systematic verbal utterance might be learned in formal or informal education. The speakers will learn how to improve their speaking ability. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language or sociolinguistic competence. Finally, speaking has its own structures, and conventions different from written language.

Supporting ideas above, Hornby (1995: 318) states that speaking is making use of the word in an ordinary voice, uttering words, knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform linguistics knowledge in actual communication. By speaking with others,

we can know what kinds of situations are in the world.

In improving speaking skills, the vocabulary must first be introduced to students. Vocabulary knowledge is one aspect that affects the fluency of speaking, without vocabulary the communication becomes interrupted.

Oyain (Andy, 2017)state that better vocabulary knowledge can produce better verbal performance.

In speaking, students must master the elements of speech, such as vocabulary, pronunciation, grammar, and fluency of English as a foreign language, but most students difficulty and do not have the initiative to speak in English because of the lack of vocabulary. This problem also arises in SMP Negeri 2 Sipoholon.

Based on my experience during the second apprenticeship, what I have seen and the documentation data possessed by English teachers can be seen that it is difficult for students at SMP Negeri 2 Sipoholon to improve their speaking skills. Most of them are not actively involved in the learning process and the lack of mastery of vocabulary makes them

have low confidence in producing sentences so they cannot speak properly. Students in class often feel embarrassed when they make mistakes in class.

They are still hesitant to interact with their friends or with their English teachers. In SMP Negeri 2 Sipoholon, the teacher did not use the appropriate technique with speaking lessons. The teacher teaches by explaining sentence form, asking students to do some exercises written on student worksheets. This makes students passive and the speaking class becomes a writing class and students do not have the opportunity to speak. The teacher only focuses on grammar. This situation makes most students are silent.

Based on that problem, the teacher must have a new method to improve students' speaking skills. In this research, a technique is expected to change class conditions, can motivate and give students opportunities to speak, or express their ideas in situations they are likely to encounter outside the classroom. The use of retelling stories through picture series method is used in this study to overcome problems in the classroom.

The Problem Of Study

Based on the research description above, it can be formulated in following research questions : “Does retelling story trough picture series significantly improve student’s speaking skill at VIII-2 of SMP Negeri 2 Sipoholon?”

The Objective Of Study

Referring to the problem formulation above, the objectives of this study are: “to find out whether the vocabulary aspects improve after using the learning technique of retelling story through picture series”.

The Scope Of The Study

Based on the background above there are many method to improve speaking skill, but in this thesis the writer only discuss retelling story through picture series in narrative text.

The Significance of the Study

We need to know the benefits of this research. It is expected that retelling story through picture series is one way to find out whether the vocabulary aspects (verbs) increase after using this learning technique of retelling story through picture series of the media that can be used as an alternative a way to teach speaking. Also, it can contribute to the following benefits:

1. For Teachers

The benefits of research are exploring and proving whether the retelling story

through picture series are effectively applied in teaching speaking so students can improve students' speaking abilities especially improving vocabulary aspect(verb) optimally. That can motivate the teacher to find new methods or techniques that are suitable in Indonesia teaching speaking. It also encourages teachers to develop creativity to improve the quality of teaching and learning.

2. For Students

The use of retelling story through picture series in the teaching and learning process will definitely attract the attention of students to learn. Students are motivated to talk because they get new ideas from the given series of drawings.

REVIEW OF RELATED LITERATURE

Theoretical Framework

In this chapter, there were some important terms that used in this study. These important terms must be clear from the beginning in order to avoid misunderstanding between the writer and the reader and both of them must have the some perception in the concept in this research. Also, writer presents this chapter in order strengthens this study. The terms will be classified in the following.

Speaking Skill

1. Definition Of Speaking

Speaking is an oral communication activity that occurs between two or more people, the speaker, and listener, speaking is used to conveying or expressing ideas, messages, information, or opinion. Pollard (2008) says that one of the most difficult aspects for students to master is speaking. It is difficult when learners have to consider and think about their ideas, what to say, language, grammar, vocabulary, pronunciation in one time, and how to react with a person who communicates with them.

According to Haris (1974), speaking is an encoding process whereby, we communicate our ideas, thought, and feeling through, one or other forms of language. So we can produce spoken messages to someone. So, here speaking situation involves a speaker who puts a message with words or someone that has content and a listener. Meanwhile, Byrne (1984) in (Muklas, 2017) states that speaking is oral communication. It is a two-wayprocess between speaker and listener and involves the productive and reactive skill of understanding.

In addition, Brown (2004) says that speaking is a productive skill that can be directly and empirically observed, those

observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Moreover, he divides speaking skill into two, namely: micro and macro skills of speaking. The micro-skills refer to producing the smaller chunk so languages such as phonemes, morphemes, words, collocations, and phrasal units. The macro skill simply the speaker's focuses on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

In relation to this, Lado (1977: 240) stated that speaking as an ability to converse or to express a sequence of ideas fluently and Welty (1976:47) also says that speaking is the main skill in communication. It means that in the process of speaking there must be at least two people, one is the speaker and one other as the listener. In communication or speaking process, the speaker must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he or she must comprehend the incoming message and organize appropriate response for production. Rivers (1978: 162) also says through speaking someone can express her or his idea, emotions, and reactions to others or situations and influence another person. Furthermore, someone can communicate or express what he or she wants from others and respond to another speaker. It means that in order to express someone's ideas, the 10 speakers must also attend the aspect of speaking, in order that the message is understandable to the listener. Tarigan (1982: 18) refers to speaking as the ability to produce articulation, sounds, or words to express, to say, to show, and to think about ideas, taught, and feeling.

Aspect of Speaking

1. Accuracy

Accuracy is the ability to speak properly that is selecting the correct words and expressions to convey the intended meaning. Accuracy involves over the linguistic code.

2. Fluency

Fluency is the capacity to speak fluently, confidently and at rate consistent with the norms of the relevant native speech community. And also fluency is an important dimension of communication. It means that we don't very ignored quality of speaking, but we have to speak quite and possible. The term of fluency relates to language production and it is normally

reserved from speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation.

3. Vocabulary

Vocabulary is multiword units, word families and core meaning. Vocabulary can be defined, roughly as the words that teach in the foreign language.

4. Pronunciation

Pronunciation refers to the way a word of language in spoken, or the manner in which someone utters the word. Pronunciation is the way to talk some word of language. Mastered the ability to produce a particular English sound.

Conceptual Frame Work

The vocabulary aspect is one aspect of learning speak English has important role. Vocabulary aspect one factor that influence the students speaking skill.

Theoretical framework explain about the process of teaching English in students' speaking skill, especially about improvement vocabulary aspect by using retelling story through picture series as a learning technique.

Hypothesis

The hypothesis if this research is formulated as follow :

1. Null Hypothesis (H0) : Retelling story through picture series does not improve the students' speaking skills especially vocabulary aspect.
2. Alternative Hypothesis (H1) : Retelling story through picture series improves the students' speaking skills especially vocabulary aspect

METHODOLOGY OF RESEARCH

Research Design

This study was conducted by classroom action research. Brien (2011) states that action research is learning by doing- a group of people identify a problem, does something to resolve it, see how successful their efforts are, and if not satisfy, try again. In other word, action research is one kind of research that was used by a researcher to find a problem and try again and again until it successful so, it calls learning by doing.

Based on Hermida in Mettetal (2001) Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. Latief (2011) states that Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classrooms. There are some

definitions of Classroom Action Research quoted from Prendergast in Arifin (2012) based on the fourth of teachers' competences as follows: Lewin says that "Classroom Action Research is way of teachers to organize the teaching and learning process based on either their own experiences or their collaboration practice with the others."

Hopkins in Wiriadmadja (2010:11) also gives the definition that Classroom Action Research is a research that combines research procedure with substantive action, means that an action was done by using discipline inquiry or an effort to understand what is it doing and involve in the process of reparation and change.

Technique of Data Collection

In collecting data, researchers used three steps. They are Pre-Test, Treatment, and Post-Test.

1. Pre-Test

A pre-test is a test to carried out to see the basic competencies of students before treatment. In this study, data collected through pre- tests to measure student achievement before treatment. It was given at the first meeting before researchers gave treatment.

2. Treatment

The students are treat by use retelling story through picture series. In this case, the researcher taught the students by used narative text materials in speaking. The resesarch use retelling story through picture series to present this method.

3. Post-Test

Give after applie retelling stories use picture series and to measure how far the students increase after they got treatment. In this part, the teacher give the students test with the same question with pre-test. It was to know the students' before and after give treatment by use narative material to improve speaking skill.

Technique of data analysis

The purpose of data analysis is to know the improvement of vocabulary aspect after applying the learning technique of retelling story through picture series at eight grade students of SMPN 2 Sipoholon in academic year of 2022/2023.

To analyze the data from the test, researcher conducts some steps:

- a) To find out the rate of average of pre test (x) and the rate of post test (y) the researcher uses formula :

$$X = \frac{\sum x}{N}$$

$$Y = \frac{\sum y}{N}$$

$\sum x$: total score of pre test

$\sum y$: total score of post test

N : total number of respondent (students)

- b) To find out the deviation standard the researcher uses a formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SD = Standard Deviation

D = difference between pre test and post test

N = the number of sample

- c) To find out the significance between x and y by calculate t hitung (uji-t), the researcher uses this formula, in order to analyze the effectiveness of the method used in the learning process, the formula is:

$$t_o = \frac{\left(\frac{\sum D}{N}\right)}{\frac{SD}{\sqrt{N-1}}}$$

Where :

t_o = T test

SD = SD for one sample t test

D = difference between pre test and post test

N = the number of observation in one sample

DATA AND DATA ANALYSIS

The Quantitative Data

The quantitative data were taken from the score of speaking tests administrated in two times; Test I (in the end of Cycle 1) and Test II (in the end of Cycle 2). The results of students' speaking scores can be seen in Table 4.1.

Table 4.1 The Result of the Students' Score

NO	Students' Name	Test 1 (Cycle 1)	Test 2 (Cycle 2)
1	Abba A. Sinaga	65	95
2	Agnes Sibagariang	60	90
3	Anggi Hutabarat	60	90
4	Antonius Panggabean	20	65
5	Bram L N Nababan	75	95
6	Cristian E Panjaitan	70	90
7	Delvin M Situmeang	45	80
8	Gabriel Sihite	45	70
9	Geisha Siregar	55	85
10	Jasen Situmeang	45	80
11	Jodi A. Sibagariang	30	70
12	Josua Siregar	40	80
13	Kevin Panggabean	45	75
14	Lidia S. Nababan	40	80
15	Melani Lunbanturuan	20	70
16	Melati Siringoringo	65	80
17	Natalia Sipahutar	50	75
18	Nikita S. Siahaan	45	90
19	Nofadita Siregar	65	90
20	Priska T Simanungkalit	30	60
21	Raffles Hutagalung	30	60
22	Renando Sibagariang	30	70
23	Ribka P P Simanungkalit	60	75

24	Romerio Nababan	40	60
25	Sherin Lubis	45	70
26	Silva Y D Lumbantoruan	35	60
27	Stefanus Nababan	55	90
28	Susan Tampubolon	55	85
29	Swianto Manullang	55	90
	Total	1375	2270
	Mean	47.41	78.27

The improve of students' score in speaking using retelling story through picture series can be also seen from the mean of the students' score in test I and test II. The mean in test II speaking test was the highest among the test I.

Table 4.2 The Comparison of the Student's Speaking Test Score

Names of Test	Test I	Test II
Lowest Test	20	60
Highest Test	75	95
Mean	47.41	78.27
N	29	29

It can be concluded that the student's achievement on speaking based on retelling story through picture series had increase from 47.41 to 78.27. The students were said master the lesson if they got score over 75. The percentage of the students who got score 75 also showed the improvement. It was seen from the student's score from the first test to the second test.

As present in table 4.1 the student's score improved from the first until the second test. The writer gave the student's speaking test for each cycle. It was found out that the students' score for the test kept increasing. The student's scores in cycle II was higher than the student's score in cycle I.

Research Findings

The data were taken from quantitative and qualitative data from all meetings. The orientation test results showed that the students' comprehension in speaking was still low. The first cycle of research was done and they were taught by the application of retelling story through picture series. Then the test was done and their score was calculated. The score got improvement, but it was not so satisfying. After that, the second cycle was conducted to get the high improvement.

This research also concerned to the qualitative data to support the research finding beside the quantitative data (students' test result). The qualitative data was valued from diary notes, interview sheet, and observation sheet. Diary notes and observation sheet result helped the teacher know that the students became more active and cooperative in teaching

Data Analysis

Analysis of Quantitative Data

The data were conducted from the orientation test, the cycle I test, and the cycle II test. After collecting the student's score, the writer did evaluation and made the report of student's score in those two tests were varied. In test I, the lowest score was 20 and the highest one score was 75. In test II, the lowest score was 60 and the highest score was 95. The comparison of the student's score in the speaking tests can be seen in the Table 4.2

and learning process. The interview sheet also showed the positive feedback from the students after they had been taught by the application Retelling story through picture series. They admitted that Retelling story helped them to comprehend better in speaking skill.

CONCLUSION AND SUGGESTION

Conclusion

This research conducted on showed that the scores of that students improved in every test administrated to the students. The students' score mean of the test cycle I was 47.41 and the mean of the cycle II was 78.27. The student's score improved continuously from the cycle I and the cycle II. Based on the result of the data, it can be concluded that the Retelling Story Through Picture Series significantly improve students' speaking skill.

Suggestion

In relation to the conclusion, there are some suggestion offered as follow: (1) for the English teacher, it is better to use Retelling Story Through picture Series in speaking because by applying it, the students can be more enjoyable in comprehending the story and they can be active in teaching learning process. The students' score in speaking skill also improve if the teacher use Retelling Story Through Picture Series. (2) for the students, Retelling story Through Picture Series makes the students easier to do speaking, so that they can express their ideas orally well, and (3) for the researchers, to try out this strategy to other students of the same level but in a wider scope.

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