
RETELLING STORY USING VIDEO TO IMPROVE STUDENTS' SPEAKING SKILL AT SMA NEGERI 5 TERNATE

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Abstract

The purpose of this study was to determine the extent to which storytelling using video in improving students' speaking skills at SMA Negeri 5 Ternate City. This study used a quantitative method with a t-test, with a sample of 20 students of grade ten students from class X-E. The instrument of this research was pretest and posttest to collect data. The results of this study indicate that the posttest average value is 70.05 higher than the pretest average value of 51.15. The results indicated that students' average score of speaking skill were still low before researcher implemented retelling story technique. The t-test value of 12,857 is higher than the t-table value of 1,729 at a significance level of 0,05 with 19 degrees of freedom. This means that H1 is accepted and H0 is rejected. In conclusion, the use of retelling stories is effective for improving students' speaking skills at SMA Negeri 5 Ternate City.

Keywords: *Speaking Skill, Retelling Story*

INTRODUCTION

Speaking is one of productive skills, which is considered important in communication. It is important for many language learners to be involved in spoken language. Through speaking, students can convey information, share ideas, and maintain social relationship. In English learning as foreign language, there are four basic language skills: listening, speaking, reading and writing. English has been studied by students from elementary school to university level. English also becomes one of the subjects in primary school. It becomes crucial thing for students in English learning, especially speaking skill because one's success of language learning is determined by how well they can produce oral communication.

Speaking is one of the four skills that very important to be taught to the students because it will help them to use their English in communication and interaction with other people. Harmer (2007) states that there are two main components in speaking namely speaker and listener. The function of speaker gives information and the listener receive the information from the speaker. The speaker and listener have to cooperate each other to avoid miscommunication that happened to them.

One of the goals of teaching English in the context of speaking is to improve students' speaking in the right way. However, this is a big problem for senior high school students, especially SMA Negeri 5 Kota Ternate. This is based on actual data that the writer got in class when the teacher was speaking: most students want to hear Indonesian instead of English and students always use their mother tongue. They do not believe that they are not proficient enough to speak. This is evident when they prefer to write rather than talk about what they want. Students realize that speaking is the most difficult skill to master. This is evidenced when they prefer to write rather that talk what they want. Students recognize that speaking is considered the most difficult to be mastered.

Basically, the researchers found the problems that occurred in SMA Negeri 5 Ternate City. These problems are known through observation. Based on experience, students have difficulty in learning English, especially in speaking skills. This is due to several things. First, English vocabulary which makes it difficult for students to speak English. The second is not confident. When they want to speak English, students feel insecure about their abilities. Third, difficulty in pronunciation. Not only

having vocabulary and not being confident, difficulty in pronouncing English is also one of the reasons why you can't speak English. Thus, the use of appropriate and fun methods is very important in teaching English, especially speaking skills, so that students can be confident and have no difficulty in speaking English. Therefore, researchers will conduct research using a fun method that can improve students' English speaking skills

Based on the problems above, the writer is interested in conducting classroom action research with the title "*Retelling story using video to improve students' speaking skills at SMA Negeri 5 Ternate.*" better in improving students' speaking skills. Followed by using retelling stories through videos, students are expected to get more information and explanations about many things in the story. Hopefully, this research can contribute to language teaching, especially in storytelling technique.

LITERATURE REVIEW

1. Definition of speaking skills

Speaking skills in language refer to someone's knowledge about language and communication that is put into action during speech production (Goh & Burns, 2012). According to Richards (2008), the mastery of speaking skill in English is a priority in language learning and is measured by how much they have improved in their spoken language proficiency. According to Ur in Lai (2017), speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language. Speaking involves sound to express meanings to create interaction. This means that speaking is an interactive process of communication that connects ideas between speakers and listeners with a certain purpose.

From the definition above it can be concluded that speaking is one of skill must be mastered by students to send and receive the information and a spoken language to communicate with others and the way to express ideas, to send expression or desire to do something. In order to be a successful language learner, teachers must put emphasis on the teaching of speaking in classroom. Activities that aim to improve speaking skill should be arranged in a way that would be easy for students to implement.

2. Types of speaking

According to Brown (2007), there are five categories of speaking skill area. Those five categories are follows: Imitative, Intensive, Responsive, Interactive, dan Extensive. From the explanation above, it can be concluded that speaking skills will be easier by first imitating the speaking style of an expert in speaking intensive English. because it will make students respond faster and can interact freely according to the vocabulary they hear.

3. Difficulties in Speaking

According to Brown (2007), there are eight factors in speaking that could make EFL learners difficult to produce good English in oral communication as follows:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this features of spoken language.

c. Reduced forms

Constrains, elision, reduced vowels, etc. could create special problems in teaching spoken English. Students who do not learn colloquial constrains can sometimes develop a tilted, bookish quality of speaking that in turn stigmatizes them.

d. Performance variable

In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. In English, the “thinking time” is not silent, rather “fillers” such as uh, um, well, you, know, I mean, like, etc.

e. Colloquial language

This factor could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language, so they often make mistakes in producing these forms.

f. Rate of delivery

In this factor the teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

They are most important characteristic of English pronunciation. Different stress, rhythm, and intonation could convey different meaning. Those characteristics also the factor that make speaking difficult for the students.

h. Interaction

Interaction needs the creativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.

From the explanation above, it can be concluded that to overcome speaking difficulties students must be directed to everyday English interactions, so that they are able to reduce the language to find the meaning behind the word. After that, students must be directed to speak according to rhythm and intonation.

4. Aspect of Speaking

There are five aspects of speaking skills that evaluated in English as stated by Wipf in Fitriani (2014). Grammar, Vocabulary, Pronunciation, Comprehension, and Fluency. From the explanation above, the students should be careful in choosing words and styles in communication. Somebody who wanted to speak English well, she/he had to know the ways of speaking English. Speaking is really different with writing. The students need to know pronunciation, grammar, vocabulary, fluency and comprehension, having interaction with listeners and can speak English as well as native speakers do. The writer also concluded that in speaking class, the students were expected to express their ideas, information, and feeling to others. The students were no be able to speak fluently if did not practice the language Well, correct accurate language.

5. Teaching Speaking

Speaking skill is playing a very important role in language learning, including foreign language learning (Nunan, 2003). Because speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety contexts, beside the ability to speak a second of foreign language well is very complex task, because speaking is used for many different purposes, and each purpose involves different skill.

From the explanation above, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. in some situation, people use speaking to give instructions to get things done, to describe things, to complain about people’s behavior, or to make polite request etc. Each of these different purposes of spoken language reflects the contexts or

situation in which speech occurs. This implies that whenever communications take place it involves speaking, and whenever speaking occurred, it uses the language certainly.

6. Definition of Retelling story

Gibson (Cahyani 2018:53) states that storytelling is an activity that requires readers and listeners to combine and rearrange parts of the story. it not only helps the reader or listener to remember the story but also helps understand the story, and builds an understanding of the story.

Amato and Ziegler said that retelling stories is another active procedure that may aid comprehension, concept of story structure, and oral language. Storytelling of this kind enable the student to play a large and active role in reconstructing stories. 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.

Based on the opinions that have been conveyed above, it can be concluded that storytelling skills are the skills of retelling an oral story from the narrator to the listener smoothly, coherently, completely and clearly by using their own language and paying attention to the use of language, voice and intonation. When the teacher asks the child to retell the story that has been read or heard, the role of the teacher is to motivate the child to think logically and be able to retell the story well and smoothly.

7. Retelling skill indicator

Mustakim (Cahyani 2018: 56) that "there are two things that need to be considered to determine that children are able and skilled to use language to communicate in retelling, namely children say words that are easily understood by others and children understand the meaning of words that have been spoken".

Based on the discussion above, it can be concluded that storytelling skills are an ability to retell stories that have been listened to or read with the aim of providing information and knowledge to others orally by paying attention to the aspects assessed in the task of retelling stories.

8. Animated Videos

According to (Agustien et al. 2018:19-23) "video is a very effective medium to help the learning process". according to Daryono (Agustien et al. 2018:19-23) "videos are rich in information and complete because they reach students".

According to Utami (2011: 44) "animation is a series of images that form a movement". while according to Agustien (Agustien et al. 2018:19-23) "animation is an activity that animates, moves stationary objects".

So that it can be concluded that animated video is a learning medium in the form of still objects that are turned on to make them move. The advantage of animated video with other media is its ability to package attractive images so that they are able to move, to make it look more concrete to be taught to students.

RESEARCH METHOD

The aim of this research is to find out how does retelling story using video can improve students' speaking skills in this research researcher used quantitative method. the data collected by using pre-test and post-test to measure student achievement. Tthis study uses the following formula:

$$N = \frac{\text{Get Score}}{\text{score Maximum}} \times 100$$

This research took place at SMA Negeri 5 Ternate which is located on Kota Ternate.

The subject of this research was conducted at SMA Negeri 5 Kota Ternate on the second grade students in X-10 class.

DISCUSSION

This research analyzed retelling story using video to improve student speaking skill which was taken from 20 students on second grade in class X-E at SMA Negeri 5 Kota Ternate. After conducting the research, the research collected two kinds of data from the score of pretest and posttest. From the data analysis the research found the total scores of pretest is 1023 and posttest is 1410. There are several aspects that are measured in this study namely, pronunciation, vocabulary, grammar, fluency, and comprehension.

Category	Pre-test	Post-test
Very Good	0	5
Good	2	7
Fair	6	6
Poor	10	2
Very Poor	2	0

Based on the results of the study, it can be concluded that there is a significant difference between students' scores before doing the treatment using stories. Retelling stories using videos can improve speaking skills and after the treatment. This is supported by the data found during the research. This shows that before the treatment, the number of students who got good scores was 2 students, and students who got fair were 6 students, 10 poor score and 2 students very poor score. Meanwhile, after being given treatment to students, the number of students who scored very good 5 students, who score fair were 6 students, good score 7 students and 2 students got poor score. The data also shows that the average value of the pretest and posttest also increased, from the average pretest value of 51.15 and the posttest average value of 70.05. To determine the significant effect of treatment, researchers analyzed data collection through research using the t-test formula. It turns out that the result of the t-test is 12,857 with t-criticism (0.05) on the t-table is 1.729 This indicates that the value of t-test (12.857) is higher than t-criticism ($12.857 > 1.729$). This means that there is a significant difference between the students' pre-test and post-test results.

CONCLUSSION

The findings indicate that retelling story using video to improve students speaking skills was effective at SMA Negeri 5 Kota Ternate. It was evident from the scores of pretest and posttest. The score of pretest 51.15 and the score of posttest is 70.05. The scores show that posttest is higher than pretest. . The data shows that the average ability of students about speaking skills is still low before using the retelling story concept. The t-test value of 12,857 is higher than the t-table value of 1,729 at a significance level of 0.05 with 19 degrees of freedom. This means that H1 is accepted and H0 is rejected. In conclusion, the use of retelling stories is effective for improving students' speaking skills at SMA Negeri 5 Ternate City.

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