

THE USE OF STORYTELLING ASSISTED WITH PICTURE SERIES TO IMPROVE SPEAKING SKILL

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Abstract: This study used classroom action research design which was conducted in two cycles in which each cycle consisted of two sessions. The subject was class IX F of SMP (SLUB) Saraswati 1 Denpasar which consisted of 38 students. In this present study, the research instruments used were tests (pre-test, post-test 1, and post-test 2) and questionnaire. The result of the pre-test showed that the students' ability in speaking was still low. They still had problems with vocabulary, grammar, pronunciation, comprehension, and fluency. To solve that problem, the researcher used storytelling technique assisted with picture series that was carried out in two cycles. Based on the data of pre-test, post-test 1, and post-test 2 which were respectively 60.52, 70.13, and 80.52, it showed that there were improvements in speaking when they retold the narrative story. In addition, the questionnaire data showed that there were positive responses towards the implementation of storytelling technique in improving the subjects' speaking skill. In conclusion, this study research proved that speaking skill of the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023 can be improved through storytelling technique assisted with picture series.

Keywords: improving speaking skill, storytelling technique, and picture series

INTRODUCTION

Speaking is one of the productive skills in English besides writing, listening, and reading. Proficiency in speaking allowed someone to speak well and could convey information accurately, acceptable, and details to make the listener could understand (Williyan, 2022). People are constantly interacting and exchanging messages or communicating one another. In this case, speaking with highly important as a way of communicating ideas and messages orally especially for speaking English.

Speaking is the most important skill of all the complex skills. All the four simplex skills (listening, reading, speaking, and writing) speaking seems to be the most important as people who know a language are referred to as speakers of that language as if speaking included all other kinds of knowing a language (Williyan, 2020). It means that speaking is an important part as the standard of mastering language including for students in language class. Burns (2019) mentions that one of the most important aspects of speaking is that it always occurs within a context. When we speak we are both using language to carry out various social functions and choosing forms of language which relate in a relevant way to the cultural and social context.

Proficiency in speaking, students need to listen and then try to speak up about what they have heard, because speaking is not just to remind or memories the words, sentences, and theory but the important one is how the students can speak well. It can be done by doing practice to speak. Krismayani (2015) states that speaking requires not only knowing how to produce specific points of language such as grammar, vocabulary, sound, pronunciation, intonation, stress, lexical, and semantic features which is known as linguistics competence one of which includes nonverbal communication such as eye contact, gesture, and facial expression. Besides, according to Joni and Dharmayanti (2016), who argues that there are two ways to improve students' speaking skill namely formal learning at school and autodidact. With formal learning in schools, students are guided, taught, and directed on how to speak English with correct pronunciation, fluency, and improvise (Williyan, 2019). Speaking is really important to improve because it is the way to show, deliver, and transfer information orally from a speaker to the listener.

Based on the classroom observation and informal interview with the English teachers in SMP SLUB Saraswati 1 Denpasar. It was found that students could not speak English well. It was caused by some factors such as vocabulary, grammar, pronunciation, comprehension and fluency. The researcher chooses the storytelling technique as an effective way to help the student to increase their speaking skills. It is enjoyable for the students because it encourages activity in guessing the messages from the pictures based on their imagination. Storytelling technique trained students on how to speak and listen, how to pronounce the word, vocabulary mastery, and self-confidence in speaking. In addition, Storytelling activities make students more active in the class.

In the accordance to the above facts, the researcher tries to implement the storytelling technique assisted with picture series to improve students' speaking skill. Storytelling technique trained students on how to speak and listen, how to pronounce the word, vocabulary mastery, and self-confidence in speaking. Storytelling activities make students more active in the class. Teachers give them space to interact with other students and talk with use their words because learning to speak was not only about mastering the theory but the important is how the students

try to speak orally with their friends. Thus, the researcher is interested in using storytelling technique assisted with picture series to improve the students' speaking skill.

RESEARCH METHOD

This study research used classroom action research design. Classroom action research was a part of a broad movement that has been going on in education generally for sometimes which related to the ideas of reflective practice and the teacher as researcher (Burns, 2010). The difficulty faced by the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar as the subjects of the study in speaking skills were vocabulary, grammar, fluency, pronunciation, and comprehension.

In conducting the process of this present study, the teaching and learning processes were divided into some cycles which each cycle consisted of two sessions. Each cycle consisted of four interconnected activities, namely planning, action, observation, and reflection. In relation to this study, classroom action research purposed to improve speaking skill of the subjects under study by using storytelling technique assisted with picture series.

RESULT AND DISCUSSION

Result

As the researcher had previously explained in chapter III, the researcher used classroom action research as the research design that had several steps namely; planning, action, observation, and reflection. The results were gathered through the process of collecting data from the ninth-grade English students at SMP (SLUB) Saraswati 1 Denpasar by using research instruments that had been put into place in pre-cycle, cycle-I, and cycle-II.

The subjects in this research were 38 in IX F class and were chosen based on previous interviews with the ninth-grade English teacher as well as the fact that the students still had trouble in speaking (vocabulary, pronunciation, grammar, comprehension, and fluency). Therefore, to obtain the data needed for this research, the researcher provided research instruments to the students which the researcher used as the subjects. Therefore, the data were gathered using tests and questionnaires, which were provided as research instruments. It was given to the subjects to obtain evidence that the researcher used in this present study. Therefore, there were three sets of scores calculated in this present study to reach the result of the subject's speaking skill. They were pre-test scores and post-test scores in two cycles.

This classroom action research was divided into three main phases; pre-cycle, cycle 1, and cycle 2. Each cycle of this present study consisted of two sessions, and each cycle consisted of four activities; planning, action, observation, and reflection. However, before the researcher administered the cycle, the researcher did do a pre-cycle which was known as initial reflection. To find out the pre-existing data of the subjects speaking skill, the researcher administered the pre-test before conducted the research to the subjects of the study. The pre-test was given to the subjects to figure out the real problems and quantify the subjects initial speaking score. In administering the pre-test, the research gave one narrative text was provided to them, and they were instructed to arrange it and perform it in front of the class. The pre-test was followed by 38 subjects with the mean score of the pre-test was 60.52. It means that the mean score of the pre-test was in the line with the interview result and needed to be improved.

Cycle 1 was carried out after the pre-cycle was conducted. This cycle was carried out based on the results of the pre-test obtained by the subjects in the previous phase that was in

the pre-cycle. The researcher conducted the first cycle by implementing the storytelling technique in the teaching-learning process to solve and improve the students' ability in speaking. At the end of cycle I, the researcher administered post-test 1 in order to get the real data of the subjects' achievements in speaking after the implementation of the storytelling technique combined with the picture series in cycle I. The data above showed that the mean score of the subjects was 70,13 which was joined by 38 subjects. It showed that there was an improvement in the subjects' mean scores compared with the pre-cycle result. It means that the success indicator was not yet reached in this cycle. Hence, the researcher decided to continue the research by conducting cycle II to get better improvement of the subjects to achieve the success indicator.

The implementation of cycle II was also expected to improve the subjects' speaking skill. On the one hand, this cycle was carried out in two sessions, the same as the implementation of the cycle I; this was exactly the same as cycle I which implemented four interconnected activities; planning, action, observation, and reflection. In conclusion, the researcher carried out cycle II which was expected to make a significant improvement for the subjects under study in speaking. Based on the data result in the post-test 2 of cycle II, it showed significant improvements of the subjects under study. The mean score of the post-test 2 was 80,52. The subjects could improve their speaking skill after being taught through storytelling techniques assisted with picture series. Besides, their vocabulary, grammar, pronunciation, comprehension, and fluency better than in the previous cycle. In post-test 2, 33 of 38 subjects could achieve the minimum passing grade. Accordingly, this present study conducted by the researcher could be stopped because the study was considered successful and it had achieved the success indicator. To get additional supporting data, the questionnaire was also administrated to the subjects in order to know their responses toward the implementation of storytelling technique assisted with picture series to improve speaking skill.

Discussion

Classroom action research was the design of this present study conducted by the researcher at SMP (SLUB) Saraswati 1 Denpasar with ninth-grade students as the subjects under study. This research was conducted based on the results of preliminary observations which found that the subjects had problems in speaking, especially in vocabulary, grammar, pronunciation, comprehension, and fluency. Then, while the process of classroom action research was carrying out in a cycle process, which meant the research was carried out in two cycles; cycle I and cycle II. This cycle activity was started by conducting a pre-cycle at the beginning of the process before starting cycle I. In the pre-cycle stage, the pre-test mean score was 60.52 and there were 6 of 38 subjects who achieved the minimum passing grade which was 75. In this stage, the researcher found some problems of subjects when they try to retell the story such as lack of confidence, difficulty to translate and inform the meaning of the story, and often make filler (hmmmm,emmm,etc) that take a long time when they were speaking. Besides, the researcher observed that the others weakness of the subjects' in retelling the story was vocabulary, grammatical error, pronunciation, comprehension, and fluency.

Therefore, the researcher tried to find a way in solving the problem for the subjects who could not achieve the minimum passing grade and make other subjects who could achieve the minimum passing grade could get better scores in the next test. Thus, the researcher conducted cycle II. In this cycle, subjects got the best improvement where the mean score of post-test 2

was 80.52. In this cycle, there were 33 subjects who passed the minimum passing grade. The result of cycle II also showed that the subjects speaking skill could be improved through the implementation of the storytelling technique. The subject's mean score improved if it was compared with the pre-test, and post-test 1. Consequently, the present classroom action research could be finally ended in the second cycle as it has reached the previously determined success indicator.

Besides, the results of an administered questionnaire the subjects gave positive responses toward the implementation of the storytelling technique. Based on research findings, it can be concluded that the implementation of the storytelling technique assisted with picture series as media could improve the speaking skill of the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023.

CONCLUSION

In this present study classroom action research was the research design, which purposed to help the subjects to improve their speaking skill by using storytelling technique assisted by pictures as the media. This research was conducted on the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023.

Based on the data above, the speaking skill of the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar had increased significantly. The mean score from the pre-test to the last post-test clearly showed the significant improvement of the subjects in their speaking. Meanwhile, the subjects also gave positive responses on the implementation of the storytelling technique assisted with picture series as the media in improving their speaking skill and the teaching-learning process during the researcher conducting the present study. Thus, it clearly showed that the use of storytelling technique assisted with picture series could improve speaking skill of the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar.

For the English teacher that taught the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar, suggested encouraging the subjects to make more practice, especially in the speaking activity. The English teacher at SMP (SLUB) Saraswati 1 Denpasar also suggested to implementing the storytelling technique assisted with pictures series as the media because it was an effective way to improve students speaking skill. Besides, the English teacher needs to be more active, creative, and innovative in the learning process, especially in teaching speaking skill in order to make students could reach the goal of their education (Williyan, 2019). For the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023, suggested to be more active to do more practice speaking (whatever the situation) because it was important to try to speak so that their speaking skill could be improved slowly. In addition, speaking was the important skill needed by the students in continuing to the higher education study (Williyan, 2022). For other researchers who are interested in conducting similar research about the implementation of storytelling technique assisted with picture series as the media are suggested to use this technique to improve the speaking skill of the students. The researcher also hoped that this research could be used as reference and an alternative source, also guidance in conducting the same study to obtain the better results. Moreover, they can use or modify this technique to obtain the best result when doing classroom action research.

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