MENINGKATKAN KEMAMPUAN BERBICARA SISWA
MELALUI STORY RETELLING
(Penelitian Tindakan Kelas pada Siswa kelas VIII
SMP N 17 SURAKARTA pada Tahun Pelajaran 2014/2015)

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ABSTRAK

Penelitian ini bertujuan: (1) mengetahui apakah dengan menggunakan Story Retelling pada pengajaran bahasa Inggris dapat meningkatkan kemampuan berbicara siswa kelas delapan SMP N 17 SURAKARTA pada tahun pelajaran 2014/2015, dan (2) mendiskripsikan bagaimana Story Retelling meningkatkan kemampuan berbicara pada siswa kelas VIII SMP N 17 SURAKATA pada tahun pelajaran 2014/2015.


Berdasarkan pada hasil penelitian, ada beberapa peningkatan pada ketrampilan berbicara siswa. Hal tersebut bisa dilihat dari perhitungan $t_0$ adalah 6.31 dengan $t_0$ ($0.05$ adalah 2.042), dapat diketahui bahwa $t_0$ lebih tinggi dari $t_0$ ($t_0 = 14.03 > t_0 = 2.042$). Hal tersebut dapat dibuktikan dengan peningkatan nilai rata-rata post-test adalah 73.60.

Dari hal diatas dapat disimpulkan bahwa Story Retelling dapat meningkatkan ketrampilan berbicara siswa. Ada peningkatan yang signifikan pada hasil belajar siswa, perilaku dan situasi ketika mereka belajar dikelas tentunya setelah peneliti memberika pelajaran tata bahasa dan mendapatkan kosakata, pengucapan yang baik, dan pelafalan yang baik. Mereka berkicara dan berkomunikasi dengan lancar saat menggunakan bahasa Inggris. Mereka menikmati proses belajar dan mengajar serta siswa lebih kreatif dalam menyusun cerita berdasarkan ide mereka sendiri. Story Retelling dapat menjadi teknik alternatif untuk mengajar ketrampilan berbicara.

Kata kunci: Ketrampilan berbicara, Story Retelling, Penelitian Tindakan Kelas.
IMPROVING STUDENTS’ SPEAKING SKILL USING STORY RETELLING
(A Classroom Action Research at the Eighth Grade Students of SMP N 17 SURAKARTA in 2014/2015 Academic Year)

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ABSTRACT

This research aims at (1) finding out whether the use of story retelling in teaching English can improve the students’ speaking skill at the eighth grade of SMP N 17 SURAKARTA in 2014/2015, and (2) describing how story retelling improves students’ speaking skill at the eighth grade of SMP N 17 SURAKARTA in 2014/2015.

This research was conducted at the eighth grade students’ of SMP N 17 SURAKARTA in Academic Year 2014/2015. The researcher used Classroom Action Research which was conducted from November 18th 2014 to January 20th 2015 at class 8E. In this action, the researcher conducted in two cycles. In each cycle, there were two meetings and one test. Each cycle consisted of identifying the problem, planning the action, implementing the action, observing, reflecting and revising the plan. In this research, the researcher used two kind of data, namely quantitative and qualitative. In collecting the qualitative data, the researcher used interview, observation, and documentation. Where as in collecting the quantitative data, the researcher used pre-test and post-test.

Based on the result of the study, there were some improvements in students’ speaking skill. It could be seen from the computation of the t-obtained \( t_0 \) was 6.31, consulting the t-table (0.05 is 2.042). It could be known that \( t_0 \) was higher than \( t_t \) (\( t_0 = 14.03 > t_t = 2.042 \)). It can be proven by the increasing of mean score from pre test until post test 1 and post test 2. The mean score of pre test is 50, the mean score of post test 1 is 62.34 and the mean score of post test 2 is 73.60.

It can be concluded that Story Retelling can improve the students’ speaking skill. There are significant improvement in students’ result of study, behaviour, and situation when they are studying in class after the researcher conducting the grammar and get vocabulary, well-utterances, well-pronunciation. They speak and communicate using English fluently. They enjoy the teaching and learning process, and the students are more creative in arranging stories based on their own ideas. Story Retelling can be an alternative technique to teach speaking skill.

Keywords: Speaking Skill, Story Retelling, Classroom Action Resear
INTRODUCTION

English is one of the international languages that used by many people in the world and in many areas of everyday life. It is a very important means for doing communication to each other around the world. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics. English in Indonesia has become a compulsory subject to be learnt by Indonesian’s students.

According to Bygate (1997: 5), Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confident in order to carry out many of their most basic transactional. It is the skill by which they are most frequently judged; and through which they may make or lose friends.

In SMP N 17 SURAKARTA, the minimum score (KKM: Krteria Ketuntasan Minimal) for English is 72, it was too high for the students especially for the students of class VIII E to reach it. They still found some difficulties in learning English especially speaking such as: (1) less in mastering vocabulary; (2) ungrammatical sentences; (3) still confused about pronunciation.

One of the ways to solve the problem was the use of techniques in teaching learning speaking. According to H. Doughlas Brown (2001:14) “Techniques are the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well “. One of the techniques in speaking skill was the use of Story Retelling. According to Cameron (2001:176), story retelling is the way in teaching and learning process to support the students offer to understanding.
So, Story Retelling was a technique that was very good if it was implemented in Teaching Learning Speaking in VIII E because students were able to tell story by their own words.

This research aims were: (1) To know whether the use of Story Retelling could improve the students’ speaking skill in learning English for the VIII E grade students of SMP N 17 SURAKARTA in 2014/2015 academic year. (2) To know how the implementation of Story Retelling in teaching learning speaking for the VIII E grade students of SMP 17 SURAKARTA in 2014/2015 academic year.

RESEARCH METHODOLOGY

This research was conducted at SMP Negeri 17 Surakarta. It is located at Jl. Jendral A.Yani Kelurahan Sumber Kecamatan Banjarsari Surakarta, Jawa Tengah. This research was conducted on November 2014 until Januari 2015 in the academic year of 2014/2015.

The subject of the research was the students of the eight grades of SMP Negeri 17 Surakarta in Academic Year 2014/2015. In this study, the researcher chose class VIII E. This class consisted of 32 students; they were 10 boys and 22 girls.

In this research, the researcher used a Classroom Action Research (CAR). According to Cohen and Manion (in Nunan, 1992: 18), “Action Research is first and foremost situational, being concerned with the identification and solution of problems in a specific context”.

In this Classroom Action Research the researcher used the simple model of the cyclical nature of the typical Action Research process. Each cycle has four steps: plan, act, observe, and reflect.
Action Research Model by Stephen Kemmis and Taggart (1988 : 14 )

The Procedure of Action Research consisted of four steps called planning, action, observation and reflection. According to Burn (2009:87), in this Classroom Action Research, the techniques of collecting the data are test and non-test.

In collecting data analysis, the researcher used test and non-test. In test, she held pre-test and post test. In non-test, there were observation, interview and documentation.

In analyzing the data, the researcher used qualitative and quantitative data analysis. In qualitative data analysis, the researcher used the model of data analysis by Miles and Huberman. It could be seen on the figure below:
Component of Data by Miles and Huberman’s (in Sugiyono, 2010: 338)

From that figure above, it could be explained that: (1) **Data Collection**: Having collected data, a sub stage follows immediately or co-exists with the collection of data the generation of hypothesis. At the end of data collection stage, not only have collected our data, but we have also establish a number of hypothesis, construct or categories that begin to explain what is happening in the classroom. (2) **Data Reduction**: Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes. Data reduction process continues after field work, until a final report is complete. (3) **Data Display**: Display is an organized assembly of information that permits conclusion drawing and action taking. Looking at displays help us to understand, what is happening and to do further analysis or action based on the understanding. (4) **Conclusion Drawing or Verification**: From the beginning of data collection, the classroom action research is beginning to decide what things mean, regularities, patterns, explanation, possible configuration, casual flows and preposition. The competence researcher holds
these conclusion are still there, inchoate and vague at first, then increasingly explicit and grounded.

In quantitative data analysis, the researcher analyzed the data from students score. The formula of pre-test and post test were:

a. The mean of pre-test and post test could be calculated with the formula:

\[ x = \frac{\sum x}{N}, \quad y = \frac{\sum y}{N} \]

Where:

\( x \) = mean pre-test scores
\( y \) = means of post test scores
\( N \) = the number of the sample

b. The t-value could be calculated by the formula as follows:

Where:

\( t \) = the t-value for non independent (correlated means)
\( D \) = the difference between the paired scores
\( D = \bar{D} \) = the mean of the differences
\( \sum D^2 \) = the sum of squared differences score
\( N \) = the number of pairs

(Ary, Donald; Jacob, L; Razavied, Asqhar; Christine K Soresen 2010: 177)

**THE RESULT OF THE RESEARCH**

The research was carried out at SMP N 17 SURAKARTA. It was located at Jl. Jendral A.Yani Kelurahan Sumber Kecamatan Banjarsari Surakarta, Jawa Tengah. The research was conducted in collaboration with the English teacher of SMP N 17 SURAKARTA (Mrs. Sri Harliyah, S.Pd). The researcher used Story Retelling to improve students’ speaking skill. The researcher took two cycles.
Cycle one was held in 27\textsuperscript{nd} November up to 7\textsuperscript{th} December 2014. Cycle two was held in 6\textsuperscript{th} January 2015 up to 15\textsuperscript{th} January 2015. Every cycle consisted of four steps: (1) planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting.

\textbf{DISCUSSION}

In this section, the researcher held pre-test in 18\textsuperscript{th} November 2014. The mean of pre-test only 50. It was too low, because the minimal score of SMP N 17 Surakarta is 72.

In cycle one, there were two meetings. The first meeting was conducted on Thursday, November 27\textsuperscript{nd} 2014. The second meeting was conducted on Thursday, December 4\textsuperscript{th} 2014. The discussion of the result from the observation of the first cycle, it could be seen that teaching speaking skill was not easy. Some of the students considered English as a difficult lesson especially speaking skill. The problem in students' speaking skill were caused by several reasons. One of the reason made failure was that the teacher could not create an interesting situation in the classroom. So, the teaching learning process needed special technique to improve the students' interest and motivation in teaching learning process. The mean score of post test 1 was 62.34. Here the strengths of cycle 1 were: (1) The students were more active in the classroom. The students did all the instruction given by the researcher. (2) The students were more confident to speak English in front of the class. (3) The students were more fun and happy to the teaching learning English especially in speaking class. The researcher also found the weaknesses, there were: (1) The class was very noisy. There were some students played with their friends when the researcher explained the lesson. (2) The
students were still lack in vocabulary. (3) The students felt difficult to use grammar well.

Based on the result of cycle one, the activities did not run smoothly. The researcher found some problems in the speaking teaching learning process. The students were still unconfident with their speaking, still nervous with their performance. In the cycle one, the goal of learning did not achieve as expected by the researcher. The mean of post-test 1 only 62.34. It was in under KKM (Kriteria Ketuntasan Minimum).

After conducting cycle 1, the researcher revised the way of teaching learning process in speaking, the action plan for the cycle 2 were created as follow: (1) the researcher would make the class situation was more active and fun by paying attention and questions to the students who make a noisy. (2) The researcher would help the students to checked the students worksheet who got difficulties in teaching learning process.

In general, the teaching learning process in the cycle two was going better than first cycle. The first meeting held on Tuesday, December 6th 2014 and the second meeting held on Thursday, December 15th 2014. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) the score of the students’ fluency and accuracy increased than cycle one. It can be seen from the mean score. It was 73.60; (2) all of The students were more active and creative than before. It could be seen when the researcher asked them to perform in front of the class. The researcher did not point one by one, the students had to perform by themselves; (3) the students were confident with their performance in the classroom when the post-test 2 did. The
researcher also found weaknesses they were: (1) some of the students had a little improvement in their fluency and accuracy. It could be seen from their total score. It was 70. It meant that their score was still low then their minimum score; (2) for the male students, some of them needed more attention, because their attitude could not be solved by the researcher. They still made annoying when their friends performed in front of the classroom. The teacher had been warned, but they did not pay attention to the researcher’s warn.

The researcher held cycle two to improve the result in the cycle one. In this cycle, the students got involve actively in speaking activity. They were not worried and nervous with their speaking and performance. The students were very exciting in learning by using Story Retelling. They also could make their own dialogue to role. Their vocabulary, pronunciation, grammar were improving too.

The result of improvement of the students could be seen on the result table as follows:

<table>
<thead>
<tr>
<th>Mean of Pre-Test</th>
<th>Mean of Post-test 1</th>
<th>Mean of Post-test 2</th>
<th>t-value of Cycle I</th>
<th>t-value of Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>62.34</td>
<td>73.60</td>
<td>10.06</td>
<td>12.18</td>
</tr>
</tbody>
</table>

(Result of the Research)

Based on the analysis using t-test, the result between pre-test and post test 1 was 12.18. It was consulted in the t-table and the result was that $t_0 > t_1$ in significance 5% ($12.18 > 2.042$). It meant that there was significance improvement which is described before in the learning of speaking skill using Story Retelling in pre-test and post-test 1.
Then the result of analysis using t-test between post-test 1 and post-test 2 was 12.18. It could be concluded that $t_0 > t_1$ in significance 5% (12.18 > 2.042). It meant that there was significance from learning of speaking skill using Story Retelling in post-test 1 and post-test 2.

CONCLUSION AND SUGGESTION

Conclusion

The researcher concluded this research was purposed to improve speaking skill by using Story Retelling. The researcher conducted it at the eighth grade students of SMP Negeri 17 Surakarta. She conducted the research by doing some processes, such as: (1) identifying the problems; (2) implementing the action; (3) observing the action; and (4) reflecting. The researcher concluded her research as follows:

1. Teaching Learning Speaking using Story Retelling could improve the students’ speaking skill. It could be seen by the improvement of grammar, vocabulary, pronunciation well. The students also more active in learning speaking. They could practiced speaking English fluency and confidently.

2. Teaching Learning Speaking using Story Retelling could improve their motivation to learn English. It could be seen from their progress. They had not been shy and nervous to speak English.

3. Teaching Learning Speaking using Story Retelling could improve their score in speaking. The mean of pre-test was 50. After the researcher conducted the technique, the mean of post-test 1 was 62.34. Then, the researcher was less satisfied, the researcher increased the result in the cycle two. The mean of the cycle two was 73.60. It showed that there was
an improvement on their result and reached the minimum score KKM (Kriteria Ketuntasan Minimum). It is 72.

**Suggestion**

There were some suggestions which might be useful for the students, the teacher, and the other researchers who were interested in this study were as follows:

1. **To the English Teacher**
   
   The teachers should make the students become more spirit, active and effective in teaching and learning speaking process.

2. **To the Students**
   
   The students should have good participation like paying attention to the teacher’s instructions and the students should always be active in speaking class.

3. **To the other Researchers**
   
   This research studies about the implementation of Story Retelling to improve the speaking skill. This study was one of the efforts to improve students’ participation and achievement in speaking skill.

4. **To the Institution**
   
   The institution should complete the books in the library that can support the quality of teaching learning English for their students.
BIBLIOGRAPHY


