

IMPROVING STUDENTS' SPEAKING SKILLS THROUGH CONTINUOUS STORY TECHNIQUE WITH PICTURES

Amiruddin¹, Satriani², Yusuf Razaq³, Suci Asyurah⁴, Nurhidayanti⁵
^{1,2,3,4,5} Institut Agama Islam As'adiyah Sengkang, Indonesia

Article Info

Article history:

Received Jan 04, 2022

Revised Jan 22, 2022

Accepted Jan 24, 2022

Keywords:

Speaking Skill

Continuous Story Technique

Pictures

ABSTRACT

Using the continuous tale technique in the classroom, this research describes the students' speaking abilities. Its goal is to obtain answers to the following study question: "Does the use of continuous story approach increases the students' speaking skills in the sixth semester of English education at IAI As'adiyah Sengkang?" The author used the pre-experimental approach in this study, which included a pretest, posttest, and therapy. A purposive sampling strategy was used to choose the sample of 13 pupils. The speaking test, which measures accuracy, fluency, and comprehensibility, was used in this study. SPSS was used to collect and analyze the data from the pretest and posttest. The mean score of the pre-tests was 41.50, while the post-test was 72.00, according to the data analysis. It means that the mean scores between them have improved. The standard deviation was 11.649 in the pretest and 8.195 in the posttest. Furthermore, the posttest's t-test value was 0.00, which was less than 0.05. As a result, the continuous tale strategy was found to improve speaking.

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Corresponding Author:

Amiruddin,
Institut Agama Islam As'adiyah Sengkang
Email: amiruddin1@gmail.com

1. INTRODUCTION

Since English is a foreign language in our country, most students, especially high school students, are not familiar with it because it is not their mother tongue (Lie, 2007; Songbatumis, 2017). Students use English more frequently only inside the class and less frequently outside the class. Whereas, students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. Those cases bring a problem that makes high school students have difficulties communicating in English, especially in speaking (Asworo, 2019; Putri et al., 2020; Jaelani & Zabidi, 2020; Wahyuningsih & Afandi, 2020).

Speaking is one of the four language skills that students should master in addition to the other three (Khamkhien, 2010; Chou, 2018; Turan & Akdag-Cimen, 2020). Speaking differs from other language abilities in that it necessitates more force when performed in front of an audience. People might directly express and transmit their feelings and ideas via speaking. People speak in a more natural way than they do in other modes of communication. However, speaking successfully is difficult because those who wish to talk must be able to help those who listen understand their thoughts (Lucas et al., 2008; Al Nakhlah, 2016; Rao & Chen, 2020).

Some teachers are still unable to create a live classroom environment (Doering et al., 2003; Dörnyei & Muir, 2019). In that learning process, teacher-centered learning is prevalent, and teachers must provide more opportunities for their pupils to express themselves by giving speaking exercises that allow them to speak English. To deal with the issue, the teacher should devise a method for teaching the kids to speak. Continuous Story Technique is one of the strategies that is recommended. The Continuous Story Concept is a fascinating technique for learning English education (Dagher, 2005; Barkhuizen, 2016; Wexler, 2020). Students in a group are urged to continue the story presented by the previous speaker using their own ingenuity and imagination in this technique. Before that, the teacher begins the next part of the story. Because they will continue the story, this strategy causes kids to get focused on following their friend's story.

As a result, the focus of this study is on the improvement of students' speaking skills after they have been taught utilizing the Continuous Story Technique. The purpose of this study is to see if there is any substantial increase in students' speaking abilities after they have been taught utilizing the Continuous Story Technique.

Literature Review

Speaking, often known as 'oral communication,' is a two- or more-person activity in which listeners and speakers must react to what they hear and make contributions at a high rate (Boyce et al., 2007). According to Richards et al. (2013), mastering English speaking abilities is a priority for many second language or foreign language learners. As a result, learners frequently assess their language learning progress as well as the efficiency of their English course based on how much they believe their spoken language ability has increased (Richards, 2008; Richards, 2010).

The active use of language to express meanings such that others can understand them (Bavelas & Chovil, 2000; Toro et al., 2019; Porto, 2019; Haslum et al., 2019). Furthermore, it is acknowledged as a communicative experience that is participatory, social, and contextualized. Learners must know how to construct not only linguistically connected but also pragmatically suitable words in order to speak (Martinez Flor, 2006; Martínez-Flor & Usó-Juan, 2006). In a nutshell, students must be able to use the language in context. Speaking entails more than simply expressing oneself verbally. However, in order to have a high speaking talent, pupils must learn several components of speaking. Speaking ability has three components (Galante & Thompson, 2017; Suzuki & Kormos, 2020). Accuracy, fluency, and comprehensibility are the three components.

Teaching speaking begins with teaching students how to speak English as a foreign language, followed by requiring them to appropriately pronounce the new language (Watzke, 2007; Brown, 2009). It is then continued to help students get to a stage where they can determine whether or not their sound productions are correct. At this time, the teacher's role is to encourage students to practice speaking the target language rather than to correct them.

The continuous story technique, according to Tarigan et al. (1997); Boonkit (2010), is used when two, three, or four students produce stories spontaneously. The teacher or students start the story, and the story is continued by the following students continually until the finish of the story (Chau, 2021; Sihotang et al., 2021). At the conclusion of the activity, the story should be checked to see if the plot is already organized, logical, or sewed together. In this situation, students must condense and sewed together with others who can pay attention, think swiftly, critically, and creatively in order to complete the story from their peers. The advantage of this strategy is that students may fluently know the story from beginning to end by discussing it with friends in groups.

2. METHOD

The pre-experimental approach was used in this study, which included a pre-test, treatment, and post-test (Moleong, 2014; Creswell & Creswell, 2017). The speaking exam was one of the tools used to collect data. There are two parts to the test: a pre-test and a post-test. There are five photographs in the test. Each student selects one image. They have two minutes to describe the picture and narrate the story using their own words.

The researcher begins the investigation by conducting a pretest in order to collect data. The researcher shows the students certain photographs, and they must narrate the story using their own words based on the pictures. Prior to starting therapy, a pretest is given. Prior to treatment, it is intended to determine the student's speaking ability. Students were taught utilizing the Continuous Story Technique after the pretest. The teacher started the class by showing pictures during the first therapy. The first therapy is carried out by the teacher using the Continuous Story approach in classroom activities. In this situation, the pupils are divided into three or four groups and each one presents the story one by one. Previously, the story was started by the teacher and continued by the pupils. When the story is finished, one of their members gives a thorough presentation of the story. The teacher then narrates the story and uses the photos to illustrate it. The teacher used the same classroom activity to lessen the students' boredom during the second, third, fourth, and fifth treatments. Each treatment was represented by a distinct picture. Students write their own sentences with a maximum of two sentences per student. Before beginning the story, the teacher has the students in a group debate what will happen at the end of their story. The teacher then asks the students in a group to present the story one by one. The teacher then administered the posttest following the treatment. The goal is to witness a considerable improvement in the student's speaking ability after employing the Continuous Story Technique. After the teacher has completed the therapies, the pupils are given a posttest that follows the same protocols as the pretest. The teacher examines the pupils' scores to see if there has been any growth in their speaking ability. Using repeated measures, the raw score was collated and calculated. To see if there is an improvement, use the Statistical Package for Social Science (SPSS) for Windows version 24 T-test.

3. RESULTS AND DISCUSSION

The distribution of frequency and percentage score, as well as the mean, standard deviation, and test of significance of speaking fluency, correctness, and comprehensibility, are shown in the descriptive analysis of this study. This section also displays the students' total speaking skills achievement based on their performance in those three areas.

In the pretest, 1 (4.2 percent) student was identified as poor, and 12 (95.8%) were rated as extremely poor, according to the Distribution of Frequency and Percentage Score of Speaking Accuracy. There were no students that were classed as excellent or exceptional. There were 9 (66.7 percent) students labeled as poor, 4 (33.3 percent) students categorized as very poor, and no students categorized as good or very good in the posttest results.

There are no pupils rated as very good and good in the Distribution of Frequency and Percentage Score of Speaking Fluency. There were four students classified as poor (16.6 percent) and nine students classified as very poor (83.3 percent). Three pupils (29.17 percent) were evaluated as good, eight (54.17) were categorized as poor, and one was categorized as average (16.67 percent). There were no students who were classified as excellent.

There are no pupils who are classified as good or very good, according to the Distribution of Frequency and Percentage Score of Speaking Comprehensibility. There were

4 kids classified as poor (25%) and 9 students classified as very poor (75%) in the class. 2 (8.3%) students were classified as very good, 8 (54.2%) students as good, 3 (33.3%) students as very poor, and 1 (4.17%) student was classified as extremely poor in the posttest results.

There were no students rated as good or very good in the distribution of frequency and percentage score of students' speaking skills. Meanwhile, 2 (8.3%) kids were classified as poor, with 11 (91.7%) being classified as extremely poor. Six pupils (54.2 percent) were classified as very good in the posttest results. Fortunately, there were only 5 (41.7%) poor pupils, 2 (4.2%) poor students, and no very good students.

The study's findings suggest that students' speaking achievement improves when they are taught using a continuous story technique. It means that the proposed hypothesis has been accepted. The change may be seen by comparing the mean score of students' speaking fluency, accuracy, and comprehensibility in the pretest and posttest, which ranges from 3.71 to 68.75 with a gain of 29.04. Several prior investigations (Wijaya et al., 2014; Rifa'at & Suryani, 2018; Purba, 2018; Clarke et al., 2019; Uktolseja & Gaspersz, 2019) have backed up the findings of this study. As a result, the findings of this study can be used as a starting point for future research, particularly in the field of English instruction.

4. CONCLUSION

The researcher concludes that the students' speaking skills improved significantly after they were taught utilizing the continuous Story Technique, based on the findings of the data analysis and discussion. Fluency and comprehension were judged to have improved the most out of the three dimensions of speaking ability. The aspect of accuracy, on the other hand, showed the least improvement. Because accuracy has three components to acquire, including pronunciation, vocabulary, and grammar, some pupils received a failing grade in accuracy. Because of their limited understanding, students are unable to detect the types of accuracy directly in the learning materials. The pupils were able to tell a tale based on their own ideas after completing the learning process utilizing the continuous Story technique. The kids' speaking ability will increase if they practice a lot. In addition, the researcher discovered a stumbling block. The bulk of the students in the class are boys, which makes the class very rowdy.

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