

THE USE OF STORY REENACTMENT TO IMPORVE STUDENTS' SPEAKING SKILL

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ABSTRACT: Speaking is a basic life skill of students success in school and consequently through life. Without the ability to speak effectively, the students can not improve their speaking skill. Hence, the aims of the this research were to find out whether Story Reenacment can improved students speaking skill and to find out the class condition when Story Reenacment was implemented in teaching learning process at the Eleventh grade of MAN 1 Surakarta in the Academic Year of 2019/2020. This research was conducted at the Eleventh grade of MAN 1 Surakarta. The method of the study was classroom action research which was conducted from October until January 2020. The data was collected through test and non-test. In collecting data was used audio recording in pre-test, post-test 1, and post-test 2. Besides that to collect non-test was used observation, interview, documentation, and questionnaire. While, to analyze the data was used t-test. The results of the research showed that the implementation of Story Reenacment was successful to improve students speaking skill. The mean score increased from 49.77 in pre-test became 58.55 in post-test 1 until 72.55 in post-test 2. There were significant improvements of the students' motivation and situation in teaching learning process. The teaching learning process using Story Reenactment was very interesting. The students more enjoyed in teaching learning English. It can be concluded that Story reenacment was appropriate to improve the students speaking skill in teaching and learning process. Moreover, The class condition was more enjoyable, enthusiast, and conducive during learning process.

Key words: Speaking Skill; Story Reenacment; Classroom Action Research

INTRODUCTION

There are many important reasons why it is to learn English. One of the reasons in learning English is to make the students achieve informational level of communication and to make better professional lives or carriers especially in Senior High

School. Even-though English is somehow difficult, English must be taught in schools. They need to learn both language skills and also language components.

There are four skills that have to be taught by teachers. One of the important skills that should be learned

by the students is speaking skill. According to Richard (2008:19), “the mastery of speaking skills in English is a priority for many second-language or foreign-language learners”.

In fact, speaking skill is naturally difficult to be mastered by the learners from elementary school until senior high school, because speaking by using foreign language should be facilitated by target language elements such as grammar, vocabulary, pronunciation, accuracy and fluency, and comprehension. Brown (1987:166) says that all of the elements of communicative competence must work together for successful communication to take place.

There are some factors why that problem occurred. Firstly, students had difficulty in speaking English. It could be seen when the students had performance in front of the class, the students had difficulty in pronouncing some words, sometimes they also just silent because they have lack of vocabularies. The students had difficulty in arranging sentences, it makes them feel afraid and ashamed

to practice their speaking English. Secondly, the teacher does not create the appropriate conditions in class where the students can actively communicate with others in English. The teacher explains the material all the time, the students listen to the teacher’s explanation without any communication between them. The teacher’s way of teaching is not effective because the students do not participate actively during the learning process. Last, the lack of resources also impacts the teacher’s knowledge about teaching and learning method in which the students have more opportunities to explore themselves. It can be caused by the situation that there is no supporting resource including teaching materials and also teaching media.

Relating to the problems faced by the students above, the teachers should give them more chances on their communicative ability. That is why the teachers have challenge to help the students to master English well, especially in speaking class to overcome those problems. There are many teaching techniques that can be used in speaking, and to solve those

problems, the researcher proposed using Story Reenactment. According to Herrel (2000: 206), “story reenactment is a technique that encourages students to act out stories after they heard or read the stories”. This technique can be done with groups or pairs by discussing the text first, then they should retell the story based on their comprehension and their creativity in order to improve ability in speaking.

RESEARCH METHOD

This research was held at MAN 1 Surakarta. This school is located at Jl. Sumpah Pemuda No. 25, Kadipiro, Banjarsari, Surakarta. This research was used XI IPS 2 which consisted of 36 students. This research was held from October until January 2020. The method of the study was Classroom Action Research. According to Goodnough (2011:4), action research is considered a form of applied research that may be adopted to examine specific issues or address problems that are classroom-, school-, or society-based. In addition, Ary et al (2006:514) says that action research is

a process to improve education by incorporating change and involves educators working together to improve their own practice. There were four phases of Classroom Action Research: planning, implementing, observing, and reflecting. The study was held in two cycles. The data were collected through test and non-test. In collecting the data, it used audio recording in pre test, post test 1, and post test 2. Besides that to collect the non-test data, it used observation, interview, documentation, and questionnaire. While, to analyze the data was used qualitative data and quantitative data.

RESULTS

The research was carried out at the XI IPS 2 of MAN 1 Surakarta. The research was conducted in collaboration with the English teacher of MAN 1 Surakarta (Winda Laili Kurnia Rahman, S.Pd.) as a collaborator. The researcher used Story Reenactment to improve students’ Speaking Skill. The students did pre-test before the implementing *Story Reenactment* to measure the students speaking skill.

Before implementing the research, this research created with planning. It made the materials, the materials were lesson plans, students activity and worksheet, and blue print of post test 1. After the plan created, the first meeting was held on Wednesday, Oct 9th, 2019. The class began at 07.00 until 08.30. In the opening activity, to build the students background knowledge, the students watched video about Malin Kundang and the students observed what happened about the video. The students learn about narrative text by using story reenactment. And then the students made a group and discuss with their group about the pictures. The students write their result of the picture series by using their own word into a good story. Each students writes their story by using picture series. In the closing activity, the students get feedback about the materials.

In the second meeting was held on Wednesday, Nov 6th, 2019. The class began at 07.00 until 08.30. In opening activity, the students watched the video and discuss about the video. The students made a group,

and then discuss with their group about "Cinderela". The students made a list the props about "Cinderela" based on squence in the story. The Students use the props for retelling the story in front of the class. In the closing activity, the students get feedback about the materials.

After did second meeting in the cycle 1, the students did post test 1. It was held at 07.00 – 08.30 on Wednesday, Jan 8th, 2020. The results of the post test 1 were still lower than minimal score was 72. The researcher finished the implementation of Classroom Action Research in cycle 1, the implementation consisted of two meetings and 1 Post-Test. The time was 90 minutes for each. In this research, the researcher observed what happened in the class including of situations, conditions, actions, and the result during the implementation in the classroom. The result of the first meeting and the second meeting in cycle I could be summarized as follows : in the first meeting, most of students were noisy during the teaching and learning process; they chatted with their friends during teaching and learning process; they still got

difficulties in vocabulary, grammar, and pronunciation. In the second meeting, the researcher started applying Story Reenactment in speaking class on narrative text. The students enjoyed and interested in teaching and learning process.

They also paid more attention to the researcher's explanation about the Narrative text using Story Reenactment. The students got motivation in teaching and learning speaking process by using Story Reenactment, and the discussion about Narrative text such as : social function of narrative text, generic structure, and language feature ran well.

Moreover, their score was better than the previous one, the score increased from 49.77 in Pre-Test became 58.55 in the First Post-Test, but it was still under *Kriteria Ketuntasan Minimum* (72.00) After observing step, the next step was reflecting the use of Story Reenactment on Procedure Text in cycle I.

The strengths were as follows : (1) Story Reenactment could enhance students' interest in speaking skill. (2) Story Reenactment also made students

enjoy and relax in teaching and learning process especially in speaking class. (3) By using Story Reenactment, students' skill on speaking enhanced. It could be seen from the result of Pre Test (49.77) and Post-Test 1 became higher to be 58.55.

The weaknesses were as follows : (1) The students could not make a good sentence using a correct grammar. (2) Some of the students were still lacking on vocabulary. (3) Some of the students did not understand what they should say in English. (4) The students did not paid attention to the pronunciation. So, they had some mistakes to pronounce the sentences in English. (5) Some of the students were active in teaching and learning process, but the other were not. They chatted to their friends. (6) Although the score of Post-Test 1 was higher than Pre-Test, but it was still under the KKM or *Kriteria Ketuntasan Minimum* (72.00).

To solve the problem appeared in cycle I, the researcher wanted to conduct cycle II. The researcher revised the lesson plans and fixed the weaknesses. In the cycle II, the researcher would focus on all

components of speaking skill, there are: grammar, vocabulary, and pronunciation.

The first meeting was held on Wednesday, Jan 15th, 2020. The class began at 07.00 – 08.30. In the opening activity, the students watched video, after that the students made conclusion from the video. The students learnt about narrative text by using Story Reenactmen. The students got the text given by the teacher. The students read and discuss with their groups to arrange the text by team working. The students read the text in front of the class to know their pronunciation. In the closing activity, the students did summary from the lesson today.

The second meeting was held on Wednesday, Jan 22th, 2020. The class began at 07.00 – 08.30. In the opening activity, In the opening activity, the students got some pictures about Snow White, after that the students did observed the pictures.. The students learnt about narrative text by using Story Reenactment. The students read and didcuss with their group to know how far their understood or not. Then, the students created the props or made the

props based on them their creativity, and decorating the props. The students practice in front of the class used the props to retelling the story. In the closing activity, the students did summary from the lesson today.

Post test 2 was held on Wednesday, Jan 29th, 2020 at 07.00 – 08.30. The students did the test by themselfe. The results of the post test 2 were higher than post test 1. It can be concluded that the minimum score were passed 72.55 score. This research was completed. In the first meeting, to know how the students reached high score because students were enthusiastic, conducive, and fun in learning process. It made the students understood about the materials. In the second meeting, the result of mean score in Post-Test 2 was 72.55. The component of speaking skill included of grammar, vocabulary, comprehension, fluency, and pronunciation (Brown, 2003 : 172-173) was completed. The score improved. Most of students reached the minimum score of English (72.00).

The researcher observed what happened in the class including of

situations, conditions, actions, and the result during the implementation in the classroom. The result of the first meeting and the second meeting in cycle 2 could be summarized as follows: in the first meeting, some of the students still chatted with their friends and some of the students were noisy during the teaching and learning process. In the second meeting, the students' motivation and participation increased in teaching and learning process; all students had motivation to study more on narrative text; the students enjoyed and relaxed in teaching and learning English especially in speaking class, the students' speaking skill was improved. All students did all the task correctly. They could know how to use all components in speaking skill. All students knew how to make a good sentence with the correct grammar, they knew how to pronounce correctly.

Moreover, their score was better than the previous one, the score increased from 58.77 in Post-Test 1 became 72.55 in the Post-Test 2, but some of the students' scores were still

under the mean score of English (72.00).

Beside that the weakness were few some of the students still chatted to their friends during teaching and learning process.

DISCUSSION

The improvement of the students mean score from the test can be seen from the table below:

Table 1. The Improvement of Students Mean Score

| Pre Test | Post Test 1 | Post Test 2 |
|----------|-------------|-------------|
| 49.77 | 58.55 | 72.55 |

| T-Value of Cycle 1 | T-Value of Cycle 2 |
|--------------------|--------------------|
| 16.8 | 14.82 |

The table shows that the students speaking skill improved gradually by using Story Reenactment. The mean score of Post-Test 2 (72.55) was higher than Pre-Test (49.77) and Post-Test 1(58.55). Based on the table, it also showed t-test calculation. The result of test among Pre-Test and Post-Test 1 was 16.8 and the result of test

among Post-Test 1 and Post-Test 2 was 14.82. So, the result in cycle 1 by using t-test was $2.028 < 12.63 > 2.719$ meanwhile, cycle 2 by using t-test was $2.028 < 8.92 > 2.719$. It could be concluded that there was a significant improvement of the students speaking skill in narrative text by using Story Reenactment.

CONCLUSION

Based on the result of the research, the researcher could make conclusion as follows:

Story Reenactment can improve students' speaking skill on narrative text at the eleventh grade students of MAN 1 Surakarta especially in class XI IPS 2. It could be seen on the result of Pre-Test, Post-Test 1, and Post-Test 2. The students got mean score in the Pre-Test 49.77, in the Post-Test 1 became 58.55, and in the Post-Test 2 improved to be 72.55..

The class condition of XI IPS 2 was fun and conducive during the implementation of story reenactment to teach speaking class. The students paid more attention to the researcher. They were enthusiastic and interested

to discuss with their group and to present in front of the class, they were more concentrate to the material, and they were more active in the class.

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