

IMPROVING STUDENTS' RETELLING RECOUNT STORY ABILITY THROUGH FOUR CORNERS WITH PICTURE SERIES

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ABSTRAK

Four corners with picture series merupakan salah satu teknik yang diyakini dapat meningkatkan keterampilan berbicara siswa dalam menceritakan kembali cerita bergenre recount. Oleh karena itu, peneliti melakukan penelitian ini untuk mengetahui apakah keterampilan berbicara siswa semester tiga Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maharaswati Denpasar dapat ditingkatkan melalui teknik *four corners with picture series*. Penelitian Tindakan Kelas digunakan sebagai desain penelitian dalam penelitian ini. Penelitian dilakukan dalam dua siklus. Pengumpulan data dilakukan dengan pre-test, post-test, dan kuesioner sebagai instrument penelitian. Dengan membandingkan hasil pre-tes dan post-tes menunjukkan ada peningkatan yang signifikan dari nilai rata-rata subjek dari pre-tes ke post-tes. Hasil angket juga menunjukkan respon positif atas penerapan *four corners with picture series* dalam meningkatkan keterampilan berbicara. Berdasarkan hasil pre-test, post-test dan angket, dapat disimpulkan bahwa keterampilan berbicara mahasiswa semester III Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Maharaswati Denpasar dapat ditingkatkan melalui teknik *four corners with picture series*.

Kata kunci: *Four Corners with Picture Series*, peningkatan, menceritakan kembali cerita recount, keterampilan berbicara

ABSTRACT

Four corners with picture series is one of appropriate technique that is believed can improve students' speaking skill in retelling recount stories. Therefore, the researcher conducted this study to know whether or not speaking skill of the third semester students of English Language Education Study Program of Teacher Training and Education Faculty of Maharaswati Denpasar University can be improved through four corners with picture series. Classroom Action Research is applied as research design in this study. The research was done in two cycles. Data was collected by administered pre-test, post-test, and questioner as instruments of the study. By comparing the results of the pre-test and post-test showed there were significant improvements of the subjects' mean score from the pre-test to post-tests. The result of questioner also showed positive responses on the implementation of four corners with picture series in improving speaking skill. Based on the results of pre-test, post-tests and questionnaire, it could be concluded that speaking skill of the third semester students of English Language Education Study Program of Teacher Training and Education Faculty of Maharaswati Denpasar University can be improved through four corners with picture series.

Keywords: *four corners with picture series, improving, retelling, recount story, speaking skill*

INTRODUCTION

Hybel (2001: 45) mentioned that speaking is any process in which people share information, ideas, and feeling. In other words, speaking is to express our idea to others in oral communication, and also a process in which a speaker conveys information or messages to listeners. Speaking, especially in a language other than our first language, is quite complex productive oral skill which involves using the different characteristic of language.

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel (Gard & Gautam, 2015).

As one of the main goals in learning English, mastering speaking skill is not easy. Burns (2012:37) believed that for most foreign language learners, speaking in target language is not easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantics rules. The fact is that the teaching and learning of English in the classroom has not achieved the goal yet. The teacher still uses monotonous technique or strategy in teaching speaking. Students are only asked to write paragraph or dialogue, memorize it, then perform it in front of the class. Moreover, teacher does not assist students while writing the paragraph or dialogue. Quite a few teachers teach using games or

other interesting activities during the lesson. Because of those facts, it is obvious that the teaching and learning of English have failed to make students have good speaking ability.

In line with the result of the observation that was conducting in English Language Education Study Program (ELESP) when students of the third semester got assignment to retell recount story that students felt bored and less interest to speaking activity in the classroom. The lecturer only asked students to find the recount text in the internet to be memorized and then to be performed. This activity cannot activate students to express their own ideas and broaden students' vocabulary. Most of the students were also hard to memorize the story. It made students are less enthusiastic and less confident in speaking English. According to Fulcher (2003:51) said that in teaching and learning process, students often get bored to learn English because the material and method are monotonous and also less English practice. It also made the students feel bored during the learning process. Besides the lecturer did not use an appropriate scoring rubric to make objective assessment.

Considering those problems in the classroom, the researcher used four corners with picture series to improve students' speaking skill in retelling recount story. Stanley and Alig (2013:87) state that four corners is a quick technique that used to formative assessment process for measuring students' understanding. Four corner technique is an interactive strategy that promotes verbal communication, cooperation, and critical thinking. This technique avoids students to be passive. The implementation of four corners makes students active and to be motivated in

learning and practicing their speaking skill. The researcher combined the technique with picture series that helps students organize the ideas so that they can memorize the recount story easily. The researcher provided four picture series without text which can help students in generating their own ideas and words in constructing the recount story. Here, the students were also given opportunity to share their thoughts with their friends. It makes students more understand about the storyline and they also can find appropriate words to use. Moreover, the researcher used the oral proficiency scoring categories that adapted from Brown (2001: 173) which consists of five components such as; grammar, fluency, vocabulary, pronunciation, and comprehension.

In accordance with the explanation that was stated in the background of this study, the researcher tried to figure out the speaking achievement in retelling recount story of the third semester students of English Language Education Study Program of Teacher Training and Education Faculty of MahasaraswatiDenpasar University in academic year 2019/2020. Therefore, the researcher was interested to carry out a research entitled “Improving Students’ Retelling Recount Story Ability Through Four Corners with Picture Series”.

RESEARCH METHOD

The type of investigation used in this research is classroom action research (CAR). In this classroom action study, the teaching and learning processes divided into some cycles where each cycle consists of two sessions. Each session consisted of four interconnected activities namely: Planning, Action, Observation, and Reflection. The subjects of the present

study were the students of 3D Class of ELESP of FKIP Unmas Denpasar in academic year 2019/2020.

In collecting the data, there were several instruments used such as test and questionnaire. There were two kinds of tests which were used for the present study. They were pre-test to measure the students’ prior knowledge and post-test to know how far the improvement of the subjects listening comprehension after using four corners with picture series.

Questionnaire was given in the second cycle after using four corners with picture series and after all the subjects had finished the last post-test to cover the responses of the subjects when the four corners with picture series was implemented which are not covered by tests. The questionnaire in this study was written in *Bahasa Indonesia* using Likert rating scale which was arranged from five (5) to one (1) alternative choices: strongly agree (*SangatSetuju/SS*), agree (*Setuju/S*), undecided (*Ragu-Ragu/RR*), disagree (*TidakSetuju/TS*), strongly disagree (*SangatTidakSetuju/STS*) based on 10 following statements that related to the use of four corners with picture series.

FINDING AND DISCUSSION

Finding

The design of the present study was classroom action research which consisted of four interconnected activities such as planning, action, observation, and reflection. The research was started by conducting pre-cycle at the beginning. Furthermore, there were two cycles conducted in the present study in which each session was divided into two sessions. It was intended to improve retelling recount story ability of the students of 3D Class of ELESP of FKIP Unmas Denpasar in

academic year 2019/2020 by using four corners with picture series.

In pre-cycle, the researcher conducted a preliminary observation. The researcher observed the students while practicing their speaking in the class. Besides, the researcher also interviewed the lecturer and the students to know about their problems in speaking class. Moreover, the researcher also administered pre-test to know the subjects' pre-existing speaking skill before the implementation of four corners with picture series in teaching speaking. In pre-test, students are required to retell recount story in front of the class in 3-5 minutes. The mean score of the pre-test which was followed by 30 students was 62.50. Moreover, among 30 subjects who did the pre-test, there were only 3 subjects who passed the minimum passing grade. Thus, it can be concluded that the subjects under study had low achievement in speaking a recount text monologue. Therefore, the researcher conducting cycle 1.

Cycle 1 was conducted by following four interconnected activities. They were planning, action, observation, and reflection. In this cycle, four corners with picture series technique as applied in two sessions to improve students' retelling recount story ability. In planning of cycle 1, the researcher prepared lesson plan, learning material, picture series, and post-test. Lesson plan was constructed for two sessions in which each session consisted of 90 minutes. Learning material was about recount story. The picture series were prepared to be put on the wall of each corner. Post-test also constructed to measure students' progress on retelling recount story after the implementation of four corners with picture series.

After planning has been well prepared, the action was conducted based on lesson

plan. In action, the four corners with picture series was applied. Based on observation in the first sessions, the teacher found that the students felt confuse to do the technique. After two sessions, students could understand to do the technique. They also got excited to go from one corner to the other corners to complete the picture series. However, students were still unwilling to discuss with their friends.

At the end of session 2, the researcher administered post-test 1. Students perform recount story in front of the class based on the topic given, "My Morning Madness" or "Unforgettable Holiday". It showed students' improvement in retelling recount story. The mean score of post-test 1 that was followed by 30 subjects under study was 72.83 and there were 18 subjects under study who could pass the minimum passing grade. However, the study could not be ended since the study did not yet reach the success indicator. Therefore, the researcher conducted cycle II.

In cycle II, the four interconnected activities were still applied in two session. In addition, the researcher prepared questioner to be administered at the of session 2 in this cycle. The questioner is used to know students' respond toward the implementation of four corners with picture series. To get better result, the researcher made some revisions of planning over the weaknesses from cycle I. In this cycle, the researcher prepared material that more attractive and designed the technique to be more competitive.

As the result, students were active to discuss with their friends in action stage. They discussed about the story line, generic structure, and also vocabulary that could be used. From the observation also known that students also enjoyed using the technique.

At the end of the session 2, post-test II was administered. Students were required to perform narrative story based on the topics given, "Amazing Adventure" or "Silly Moment". It showed the greater improvement of the subjects' speaking ability. The post-test 2 showed that the mean score of the subjects was 85.33. Almost all of the subjects had been able to perform the recount story based on the criteria. In post-test 2, there were 26 subjects who could reach the minimum passing grade.

The improvement of the subjects was also followed by the positive response in learning speaking skill through four corners with picture. The result of the analysis of the questionnaire showed the comparative percentage 45.4% for *Sangat Setuju/SS*; 44.5% for *Setuju/S*; 9.5% for *Ragu-ragu/R*; 0.6% for *Tidak Setuju/TS*; none of the subjects responded *Sangat Tidak Setuju/STS*. It showed the most of the subjects gave positive responses about implementation of four corners with picture series in improving students' retelling recount story ability. Furthermore, the present study could be ended and regarded successful because the subjects had reached the success indicator.

Discussion

The result of the preliminary observation especially pre-test showed that the mean score was 62.50. It can be categorized as sufficient and there were 3 of the students could achieve the minimum passing grade. The subjects had difficulty in comprehending the recount story, selecting the appropriate words, and constructing good paragraphs of recount story. These problems effected their fluency and pronunciation in practicing their speaking, especially in retelling recount story. The subjects also looked bored during teaching

and learning process. It made them difficult to control during teaching and learning process. It might happen because the lecturers applied monotonous teaching technique all the time. Since the monotonous teaching technique that is used also cannot help students to solve their problem in practicing their speaking skill, students feel speaking class is difficult and boring. Based on this result, the researcher conducted cycle 1 by implemented four corners with picture series.

In cycle one, four corners with picture series technique was implemented in 2 sessions by following four interconnected activities. The mean score of post-test 1 in cycle 1 that was followed by 30 subjects under study was 72.83 and there were 18 subjects under study who could pass the minimum passing grade. Based on their performant that was scored by scoring rubric, they still had difficulty in comprehending the story. They memorized the story without comprehending the story itself. It made they could not deliver the recount story fluently. Their grammar and pronunciation can be categorized as good but the words that they used little bit monotonous.

The mean score of post-test 2 in cycle 2 showed significant improvement. The mean score of the subjects was 85.33 and there were 26 subjects who could reach the minimum passing grade. The result of post-test 2 show that students could comprehend the story that effected their fluency in retelling recount story. The vocabulary that were used also broader and varies.

In addition, the data of the questionnaire showed the most of the subjects gave positive responses about implementation of four corners with picture series in improving students' retelling recount story ability. The data showed

89.9% of the responses agreed with the implementation of four corners with picture series technique. It meant that most of the subjects agreed that four corners with picture series technique in speaking activity can help the subjects speak more fluent, comprehend topics, and improve their grammar and vocabulary bank.

CONCLUSION

This study was designed as classroom action research that was implemented in 2 cycles by following four interconnected activities as planning, action, observation, and reflection. Preliminary observation especially pre-test was conducted before implementing four corners with picture series technique in cycles. Based on the result of pre-test, it could be seen that students had low speaking ability especially in retelling recount story. After conducting cycles, the students show significant improvement. The cycle ended and regarded successful in cycle 2 since the subjects had reached the success indicator. In addition, the data of the questionnaire showed the most of the subjects gave positive responses about implementation of four corners with picture series in improving students' retelling recount story ability. It can be summarized that students' speaking ability especially in retelling recount story can be improved through four corners with picture series technique.

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