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**The Effectiveness of Using Retelling Story Technique Through Pictures Series Media on Speaking Ability of Students of Grade 10<sup>th</sup> Mariana Catholic High School Medan**

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**Keywords:**

Retelling, Image Media,  
Speaking Skills

**Abstract:** This research was motivated because grade X students of Mariana Catholic High School Medan experienced difficulties in English speaking skills characterized by lack of confidence, vocabulary limitations, and reluctance to speak in front of the class. This study aims to analyze whether retelling techniques using continuous image media significantly affect the speaking ability of Grade 10 students at Mariana Catholic High School Medan. A quasi-experimental design with pre-test and post-test methods was employed to observe students' speech skills before and after the application of the retelling techniques. The sample consisted of 30 Grade 10 students. Data were collected through speaking tests to evaluate students' abilities. The results indicated an increase in the average score of students' speaking ability after applying the retelling techniques with the experimental group's post-test average score at 74.9. From the results of the t-test that had been conducted, a t-value of 2.81 was obtained. This value was higher than the commonly used significance limit of 2.048 at the 0.05 level. This indicates that  $H_0$  is rejected and  $H_a$  is accepted, concluding that the use of retelling techniques with continuous image media significantly impact the speaking ability of Grade 10 students at Mariana Catholic High School Medan

**INTRODUCTION**

Education is a form of human culture that is dynamic and full of improvements. Therefore, the change or development of instruction is something that must occur in line with changes in the culture of life. Education that is able to encourage progress in the future is education that is able to develop student potential and the quality of learning.

Speaking ability is the result of learning preparation. Speaking ability is basically the ability to have and organize thoughts logically and systematically, pour them into linguistic codes that are in accordance with the rules of the dialect used and the right communication setting, and articulate them easily and clearly. Speaking skills need to be mastered by students in the teaching-learning process at school.

Speaking ability as a medium for developing and expanding horizons. Speaking ability, which is classified as an advantageous dialectal ability, is basically not only a medium to convey various types of data and to express oneself. It is a medium for developing students' information and experience in various fields of life. With good speaking ability, students can obtain information about what, who, where, when, why, and how of various things they experience, both in the school environment and in the community environment.

Speaking skills can be developed with a wide variety of topics. speaking skills can be seen as a medium to communicate something. Thus, students who lack knowledge and engagement certainly do not talk much. Therefore, to create speaking ability, students must be stimulated with various things that allow them to speak.

Learning speaking skills is an attempt to educate students. Implicit in this notion is the exercise of choosing, deciding, strategizing, in order to achieve the required learning outcomes based on the existing conditions. The students in handling their education are required to be talented in speaking. They should be able to explain their knowledge orally in the midst of the teaching and learning process. In addition, they should also start asking questions to investigate and obtain data, especially in courses, discourses, and meetings, they should be talented in argumentation, talented in clarifying issues and how to uncover them, and talented in appealing to the sensitivity of the audience group. In speaking skills, expressing intentions and feelings orally, has been learned and possessed by students who have just entered school. The level of students' speaking ability varies from good and fluent, moderate, halting or lacking. There are students who are fluent in communicating their opinions about something that is true although at a straightforward level. Some students are not yet able to precisely express themselves proficiently. Others are still reluctant to stand up in front of their classmates. In reality, it is not uncommon to see some students clumsy, clinking, standing stiffly, and forgetting everything when dealing with their classmates.

The effectiveness of speaking depends on various factors. The factors that influence speaking effectiveness are the exchange of ideas, and anxiety speaking, and the task of ideas. Ideas are messages in one's inner world that one wants to convey to others. The idea can be in the form of knowledge, stance, desires, feelings, emotions,

and so on (Widyamar Taya, 1990: 1). Anxiety speaking, has the meaning of the skill of conveying messages through spoken language a person who has been influenced by anxiety due to worry, fear and anxiety (Tarigan, 1998: 80).

In reality, there are still some problems in learning speaking skills. According to Makkasau (2010:4), the fundamental problem that tends to accompany Indonesian language learning in schools, including the learning of speaking skills, is the low passion of students. This is characterized by (1) low student response to explanations, statements, or all information conveyed by the teacher during learning; (2) low student initiative to ask questions and express opinions during learning; (3) loss of student enthusiasm and excitement during learning activities; and (4) lack of student courage to argue, ask questions, or appear to speak in public.

This study uses retelling story activities as an assessment <sup>58</sup> to determine the level of development of students' speaking skills. Picture-based speaking activities are speaking by mentioning the writings under the picture. The presentation of these picture series is very good for training children who are just learning a foreign language. This activity is used so that students are stimulated, encouraged to tell stories. For this, pictures are used as media, through this activity it is expected that students dare to tell stories. For this reason, the image presentation must be interesting, stimulate students' emotions/imagination to respond to it. The presentation of material is pursued in accordance with the environment, interests and attention, beneficial for the development of knowledge and experience of students. Through this activity, the students' ability to appreciate and interpret the pictures will be seen.

There are many ways or techniques for students' speaking ability, but the researcher made a study about teaching speaking with "serial pictures" media to improve students' speaking ability, it is very useful because English teachers have never used serial pictures in speaking class before. Besides, serialized pictures also have many benefits such as stimulating ideas and involving students in learning. Moreover, they are also easy to prepare and relatively customizable to be used for different ages and learning purposes.

Based on information obtained from Mrs. Marni, an English teacher at the school, it was noted that many students did not show enthusiasm in speaking activities, which may be due to a lack of variety in teaching technique and a lack of real contexts for speaking practice.

At Mariana Catholic High School, it was found that students were still very weak in speaking. In general, students found it very difficult to perform speaking in front of the class. They spoke poorly, stuttered, forgot the storyline they had read and they were nervous to face their own friends. Observations indicate that many students lack confidence and face difficulties expressing their thoughts in English. Their primary challenges include limited vocabulary, fear of making mistakes, and hesitation to speak. Furthermore, some students exhibit anxiety when asked to speak in front of the class.

Observations at Mariana Catholic High School Medan reveal that students often feel bored and unmotivated during speaking activities, which affects their ability to

organize their thoughts and speak fluently. Thus, the significance of speaking skills extends beyond mere communication; it includes fostering students' self-confidence and motivation in learning English. By employing interactive teaching techniques, such as retelling methods using picture media, students are expected to enhance their speaking skills, allowing them to participate more effectively and actively in learning. Harmer (2007) also indicates that interactive teaching techniques, such as story retelling and visual media, can boost student engagement and assist them in overcoming the fear of speaking.

Innovative teaching techniques that can improve students' speaking abilities must be used to solve these problems. The Retelling Story Technique, which is backed by Picture Series Media, is one such method. By providing visual signals, picture series help students arrange their thoughts in a methodical manner, spark their imaginations, and lessen their nervousness. Students may narrate stories in their own words through retelling exercises, which enhances their vocabulary, grammar, pronunciation, and fluency.

The retelling story Technique is one of the learning technique that is expected to arouse the interest, feelings, and mindset for students in improving speaking skills. The use of retelling technique will make students feel more confident in conveying ideas, gaining knowledge, and developing speaking skills.

The retelling technique can help students in mastering the concept of the story. This technique is a learning to remember the subject matter so that it can foster knowledge in students. The retelling story technique gives students the opportunity to express the story using their own language, so that students no longer need to feel nervous when telling stories. With the application of this technique students are expected to be able to develop their communication skills.

Previous research by Hamidah (2017) in "The Effectiveness of Picture Series in Teaching Speaking Skill At the Second Grade of SMK TI Labbaik Samarinda In Academic Year 2017/2018" showed that serial picture media effectively improves the speaking skills of junior high school students, but the study only focused on the use of images without integrating specific story retelling techniques. Meanwhile, Dahlan's (2017) research in "The Use of Storytelling Technique to Improve Students' Speaking Skill" proves the effectiveness of storytelling techniques in improving speaking skills, but does not use visual media as scaffolding or learning support. The last researcher is Shalihah's (2015) study, "The Use of Series Pictures in Improving Students' Writing Skill". This study examines how using a series of pictures can improve students' writing skills by making the learning process more interactive and engaging. Although this study focuses on writing skills, the findings can serve as a reference to understand how a series of pictures helps students organize their writing in a more structured way, which is also relevant to speaking skills. The novelty of this research lies in the synergistic combination of the retelling story technique and serial image media that has never been comprehensively researched in the context of high school students in Indonesia, especially with a theoretical approach that integrates Dual Coding Theory and Zone of Proximal Development. The urgency of this research is very high

considering the low English speaking ability of Indonesian students as reflected in the results of the EF English Proficiency Index 2023 which places Indonesia at a low ranking globally, as well as the urgent need to develop innovative learning strategies that can overcome classic problems such as students' lack of confidence and motivation in speaking English, especially in the digital era that demands oral communication skills effective to face global challenges.

This study aims to determine whether this technique can help students at Mariana Catholic High School Medan overcome their challenges in speaking English. This study will evaluate the impact of this technique on students' fluency, vocabulary, grammar, and pronunciation, providing insight into how this technique can be effectively implemented in a secondary school setting. This study aims to provide a baseline understanding of the specific challenges faced by students at Mariana Catholic High School Medan in speaking English.

By identifying these challenges and analyzing the effectiveness of the retelling story technique, this study seeks to offer practical solutions to improve students' speaking skills. The findings are expected to contribute to developing more effective learning strategies suited to student's needs and learning environments. In addition, this study aspires to help students build confidence and improve their speaking skills, ultimately preparing them for better academic and professional opportunities in the future.

## TINJAUAN TEORI

### Theoretical Framework

The theoretical framework serves as the foundation for this research, offering insights into the relationships among the concepts under study. In this study, we will explore the relationship between retelling story techniques, the use of image media, and the speaking skills of English students at Mariana Catholic High School.

### Definition of Language

Language has several essential characteristics, including being systematic because it has rules such as grammar and syntax. Language is also conventional. After all, it is based on mutual agreement among its users and is dynamic because it develops according to changes in time and culture. In addition, language is a symbol used to represent specific meanings, making it a universal medium for humans despite its various forms and types.

### Speaking

According to Nakhlah (2016:99), it is the act of delivering language orally. We use various organs, such as our lungs, esophagus, teeth, and tongue, to produce sounds. Speaking, listening, reading, and writing are the second most important skills among the four skills we learn. A "dialogue" is a conversation in which two or more people exchange ideas. It is easy for conversational discourse to move from one individual to another. Dialogues can be prepared and rehearsed, much like speeches or presentations. The majority of language learners most likely want to become

proficient speakers as quickly as possible. Previously, speaking was the only challenging language skill to practice online. English learners can use voice or video chat to practice speaking online. Moreover, they also have the option to record and share their voice for public listening.

1. Purpose of Speaking
2. Components of Speaking
3. Types of Speaking
4. Developing Speaking Skills

#### **Picture Series as Media**

##### **1. Media Definition and Classification**

Media has a vital role in education reform because it can increase student interest in the teaching and learning process. Media can be classified into three categories: audio, visual, and audiovisual. In Arabic, "media" describes a person or intermediary who conveys a message from the sender to the receiver. This word comes from the Latin "medius," which means "middle" (Arsyad, 2004: 3).

##### **2. Visual Media in Learning**

Teaching aids that rely on visual communication channels are called visual media. Visual media stimulation offers more effective and efficient learning outcomes for students. Levie and Lentz (1982) state that visual media facilitates understanding and strengthens memory. Media has a vital role in disseminating messages, where the medium bridges the distance between the sender and receiver of the message. According to Rohani (1997: 21), image media, such as photographs or artwork, are two-dimensional reproductions of actual forms.

##### **3. The Role of Images in Language Learning**

Pictures are a teaching aid to explain activities thoroughly, engage students in a subject, or clarify the meaning of constructed language (Harmer, 2004:134). Because visuals represent the meaning of words, pictures can help children grasp that meaning. Additionally, pictures are a prominent teaching technique in language schools. They can exist in various formats, such as comic books, posters, animations, calendars, board pictures, photographs, maps, wall charts, and images from newspapers and magazines (Heidari and Araghi, 2015).

##### **4. Picture Series as Media**

Image series is one type of media included in the image category. An image series is a series of images that show activities or stories in sequence. Students can practice describing each image, and when the descriptions are combined, a complete essay will be formed (Andian Puteri et al., 2023; Mirnawati, 2020).

##### **5. Effectiveness of Picture Media in Improving Speaking Skills**

Brown (2004) states that image-based techniques can be considered an important and influential method for improving students' spoken language competence at both extensive and intensive levels. Using pictures as learning media is effective because it attracts students' attention. Students can be immediately interested in something seen directly through the sense of sight, which stimulates the performance of the student's brain to develop and convey ideas, ideas, and thoughts from what they see (Sulastri, 2017).

### Retelling a story

One of the speaking exercises in the classroom that motivates pupils to talk is retelling a story, according to Eliwarti (2013). Additionally, recounting a narrative is one of the arts or crafts of retelling story that involves inversion and prose, according to Pellowski (cited from Eliwarti, 2013: p. 15). He also claimed that recounting stories is a valuable teaching technique for raising comprehension levels in advanced and non-proficient pupils (Pellowski, in Eliwarti, 2013: p.15). This implies that when students master recognizing important story parts, retelling a story can be included as an authentic evaluation component. Reciting a story can, therefore, serve as a crucial basis for evaluating how well a person performs the speaking role.

### Previous Study

The first researcher is Shalihah's (2015) study, *The Use of Series Pictures in Improving Students' Writing Skill*. This study examines how using a series of pictures can improve students' writing skills by making the learning process more interactive and engaging. Although this study focuses on writing skills, the findings can serve as a reference to understand how a series of pictures helps students organize their writing in a more structured way, which is also relevant to speaking skills.

### Conceptual Framework

Speaking ability is the primary skill that needs to be improved through this research. The retelling story technique supported by media (picture series) was used to achieve this goal. The retelling story technique allows students to retell a story based on their understanding. At the same time, the picture series acts as a visual aid that helps students understand the storyline more quickly, making it easier for them to compose a verbal narrative.

### METHOD

There were two types of research methods: quantitative and qualitative. In this research, the researcher used quantitative research as the research method. According to Creswell, quantitative research is used to evaluate objective research and objective ideas by tying together variables in measurable instruments so that the data may be statistically processed.

Quantitative research design was divided into two categories: experimental research design and non-experimental research design. In this research, the researcher used experimental research. According to Creswell, experimental

research is a research technique for establishing the causal connection between independent and dependent variables. This research aimed to determine whether retelling story through pictures series media was effective towards students' speaking acquisition at the 10th grade students of Catholic Mariana High School Medan.

A population refers to a person, event, or thing that you aim to investigate in your research. According to John W. Creswell (2012: 142), a population is a collection of individuals who share certain traits. The population in this study were grade 10th students of Mariana Catholic High School Medan.

According To John W. Creswell (2012: 142), a sample is a collection of people from a population sample that a researcher wants to analyze. The sampling technique used in this study is saturated sampling, in which all members of the population who meet certain criteria are included as a sample. The total number of samples was 30 students. These students were divided into two group: a control group of 15 students and an experimental group of 15.

Supporting data were gathered through photos, videos, and audio recordings of students' retelling story performances. An observation sheet was used to systematically record indicators such as students' active participation, hesitation levels, and their responses to teacher feedback. The study applied quantitative data analysis, which was utilized to evaluate the students' speaking performance. The steps in the data analysis Calculating the Mean Score, Compiling the control and experimental group data, Comparing the score by using t-test. In this study, a t-test is utilized to support the hypothesis that stated "There is a significant effectiveness of retelling story in speaking skills", Concluding the finding.

## RESULT AND DISCUSSION

### Description of Research Location

#### 1. History

The establishment of the Mariana Catholic Foundation was driven by a social mission to serve the community through education. The foundation provides educational services at various levels, including kindergarten, elementary, junior high, senior high, and vocational school. The foundation began its journey by opening an elementary school in 1977, followed by a junior high school in 1980, a senior high school in 1981, and a vocational high school in 1988. The primary goal of this initiative is to provide accessible education to students, particularly those residing in the Medan Helvetia area. The school's strategic location within a densely populated residential community further supports its role in meeting the educational needs of the local population.

#### a. The Quantity

The quantity of Mariana Catholic High School Medan Student in the Academic Year 2024/2025 that can be identified as follows:

**Table 1. The Condition of Students**

	Class X		Class XI		Class XII		Total
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
	15	15	18	9	11	19	90
	30		27		30		

## Description of Research Data

### 1. The Result of Pre-Test and Post-Test in the Experimental Group

This group consists of 15 students. The results of pre-test and post-test scores of the experimental group are shown in table 2. and 3. The results of the pre-test are summarized as follows:

Table 2.

The Score of the Pre-Test of the Experimental Group

No	Name	Components of Speaking					Total Score
		F	P	V	G	C	
1.	Angel	12	16	16	12	8	64
2.	Clara	16	12	12	12	12	64
3.	Conegliano	8	8	12	12	12	52
4.	Elsina	12	12	8	8	12	52
5.	Florencio	16	16	12	12	12	68
6.	Inryani	12	12	12	12	12	60
7.	Mikha	12	12	12	12	12	60
8.	Novi	12	16	16	16	12	72
9.	Rico	16	12	12	12	12	56
10.	Riyan	16	12	8	12	12	60
11.	Selfiyona	12	8	12	12	8	52
12.	Septa	16	16	8	12	20	72
13.	Westley	16	12	12	12	16	68
14.	Aprilita	12	12	12	12	16	64
15.	Alboni	8	8	12	12	8	48
Total							912
Mean							60.8

Based on the table above, the pre-test results of the experimental group indicate that the students' speaking skills were relatively weak. The researcher observed that many students struggled to develop their ideas coherently and frequently made errors in fluency and pronunciation. These issues ultimately led to lower-quality speaking performances, which is reflected in their relatively low scores.

From the data analysis, the researcher obtained a total score of 912 and an average score of 60.8 in the pre-test for the experimental group. The lowest score recorded was 48, while the highest score was 72. These findings suggest that students faced challenges in oral expression, possibly linked to underlying difficulties in language structure and delivery.

Following the pre-test, the researcher assessed the post-test speaking performance of the experimental group, and the results were tabulated as follows:

**Table 3. The Score of The Post-Test of the Experimental Group**

No	Name	Components of Speaking					Total Score
		F	P	V	G	C	
1.	Angel	12	12	12	16	20	72
2.	Clara	20	16	12	16	16	80
3.	Conegliano	20	12	12	12	16	72
4.	Elsina	16	16	12	12	16	72
5.	Florencio	16	12	16	20	12	76
6.	Inryani	16	12	12	16	20	76
7.	Mikha	16	12	16	12	20	76
8.	Novi	20	20	12	12	16	80
9.	Rico	16	12	12	12	12	64
10.	Riyan	16	16	12	12	16	72
11.	Selfiyona	16	16	16	12	12	72
12.	Septa	20	16	16	12	20	84
13.	Westley	16	20	16	12	16	80
14.	Aprilita	16	20	16	16	12	80
15.	Alboni	12	16	16	12	12	68
<b>Total</b>						<b>1124</b>	
<b>Mean</b>						<b>74.9</b>	

Based on the table above, the post-test results of the experimental group indicate a noticeable improvement in students' speaking skills. The researcher observed that students demonstrated progress in developing and organizing their ideas. Errors in grammar and sentence coherence were significantly reduced, and students showed greater attention to key aspects of speaking, such as pronunciation, fluency, vocabulary usage, and grammatical accuracy. These improvements suggest a positive development in students' overall speaking abilities.

The enhancement in students' performance is further supported by the increase in post-test scores compared to the pre-test. According to the data analysis, the total post-test score for the experimental group was 1124, with an average score of 74.9. The lowest score recorded was 64, and the highest score was 80. In comparison, the pre-test score for the same group had a total of 912 and an average of 60.8. This upward trend in scores clearly indicates that students benefited from the application of the retelling story technique.

## 2. The Result of Pre-Test and Post-Test in the Control Group

This group consists of 15 students. The results of pre-test and post-test scores of the experimental group are shown in tables 4. and 5.

**Table 4. The Score of The Pre-Test of the Control Group**

No	Name	Components of Speaking					Total Score
		F	P	V	G	C	
1.	Adelita	12	8	12	8	12	52
2.	Christian	16	12	12	12	12	64
3.	Dwi	16	12	12	12	16	72
4.	Gracia	12	12	12	12	12	60
5.	Hanna	16	16	12	16	12	72
6.	Indah	12	12	12	12	12	60
7.	Irwanda	12	16	12	12	12	64
8.	Nikholas	8	8	12	12	12	52
9.	Ruben	12	16	12	16	16	72
10.	Tita	16	12	12	16	12	68
11.	Vitha	12	12	12	12	12	60
12.	Josua	12	12	8	12	12	56
13.	Cindy	8	16	12	12	12	60
14.	Julius	8	8	12	12	12	52
15.	Reynold	12	16	12	8	8	56
Total							922
Mean							61.46

Based on the table above, the pre-test results of the control group indicate that students' speaking skills were still relatively weak. The researcher observed that many students struggled with speaking in English, particularly in terms of pronunciation, which remained a common area of error. Students also demonstrated limited fluency and often hesitated when attempting to express their ideas verbally.

From the data analysis, it was found that the total pre-test score for the control group was 922, with an average score of 61.46. The lowest score recorded was 52, while the highest score was 72. These results reflect the students' initial difficulties and suggest that, without the application of a specific teaching intervention, such as the retelling story technique, their speaking performance remained limited.

After the completion of the learning period, the post-test was administered to the control group, and the results were tabulated as follows.

**Table 5. The Score of The Post-Test of the Control Group**

No	Name	Components of Speaking					Total Score
		F	P	V	G	C	
1.	Adelita	16	12	12	16	16	72
2.	Christian	16	16	12	12	16	72
3.	Dwi	16	16	12	16	16	76
4.	Gracia	12	16	12	12	16	68
5.	Hanna	16	12	20	12	16	76
6.	Indah	12	12	12	16	16	68
7.	Irwanda	16	12	12	12	12	64
8.	Nikholas	8	12	8	12	12	52
9.	Ruben	16	16	16	12	16	76
10.	Tita	16	16	20	16	4	72
11.	Vitha	16	16	20	12	16	80
12.	Josua	12	8	12	16	12	60
13.	Cindy	12	16	12	16	12	68
14.	Julius	12	16	16	16	12	72
15.	Reynold	12	16	12	12	12	64
<b>Total</b>						<b>1040</b>	
<b>Mean</b>						<b>69.33</b>	

From the results of the two tests in the control group, there was an increase in students' speaking performance. The researcher obtained a total score of 1040 and an average score of 69.33 from the post-test of the control group. The lowest score was 52, and the highest score was 72. Although there was an improvement, it was relatively limited compared to the experimental group. This indicated that the retelling story technique had been more effective than the traditional technique that was presented by the teacher.

#### Data Analysis by Using T-test

To determine whether the use of the retelling story technique had a significant effect on students' speaking ability, the researcher evaluated the students in both the experimental and control groups. The test results were calculated using the t-test formula as follows:

**Table 6. The Calculation of the Test Experimental Group**

No.	Name	Pre-Test	Post-Test	Deviation	Square of Deviation	
		$X_1$	$X_2$	$D = X_2 - X_1$	$D^2$	$\frac{D^2}{n}$

1.	Angel	64	72	8	64	-6	36
2.	Clara	64	80	16	256	2	4
3.	Conegliano	52	72	20	400	6	36
4.	Elsina	52	72	20	400	6	36
5.	Florencio	68	76	8	64	-6	36
6.	Inryani	60	76	16	256	2	4
7.	Mikha	60	76	16	256	2	4
8.	Novi	72	80	8	64	-6	36
9.	Rico	56	64	8	64	-6	36
10.	Riyan	60	72	12	144	-2	4
11.	Selfiyona	52	72	20	400	6	36
12.	Septa	72	84	12	144	-2	4
13.	Westley	68	80	12	144	-2	4
14.	Aprilita	64	80	16	256	2	4
15.	Alboni	48	68	20	200	6	36
	Total	912	1124	212	3112		316
	Mean	60.8	74.9	14			

Table 7. The Calculation of the Test Control Group

No.	Name	Pre-Test	Post-Test	Deviation	Square of Deviation	$d_{ij} - \bar{d}$	$(d_{ij} - \bar{d})^2$
		$\bar{X}_1$	$\bar{X}_2$	$D = \bar{X}_2 - \bar{X}_1$	$\bar{D}^2$		
1.	Adelita	52	72	20	400	12	144
2.	Christian	64	72	8	64	0	0
3.	Dwi	72	76	4	16	-4	16
4.	Gracia	60	68	8	64	0	0
5.	Hanna	72	76	4	16	-4	16
6.	Indah	60	68	8	64	0	0
7.	Irwanda	64	64	0	0	-8	64
8.	Nikholas	52	52	0	0	-8	64
9.	Ruben	72	76	4	16	-4	16
10.	Tita	68	72	4	16	-4	16
11.	Vitha	60	80	20	200	12	144
12.	Josua	56	60	4	16	-4	16
13.	Cindy	60	68	8	64	0	0
14.	Julius	52	72	20	400	12	144
15.	Reynold	56	64	8	64	0	0
	Total	912	1040	120	1400		640
	Mean	60.8	69.33	8			

$$\bar{D} = 14$$

$$\bar{D}^2 = 640$$

$$\bar{D} = 8$$

$$\bar{D} = 15$$

$$\bar{D}^2 = 316$$

$$\bar{D} = 15$$

From the results of the t-test conducted, a t-value of 2.81 was obtained. This value exceeded the commonly used significance limit of 2.048 at the 0.05 level.

In addition, the calculated p-value was approximately 2.81, which was much greater than 0.05. This result showed that there was a significant difference between the experimental and control groups in terms of students' speaking ability after the application of the retelling story technique.

After analyzing the data, the researchers found that retelling story techniques were also significantly effective in speaking skills for grade 10th. This could be seen in the table below:

**Table 8. Effectiveness of Retelling**

Group	Pre-test	Post-test
Experimental	60.8	74.9
Control	60.8	69.33

After calculating the data using the t-test formula, the t-count value was 2.81, while the t-table value was 2.048 at the 0.05 significance level. Since the t-count was higher than the t-table value ( $2.81 > 2.048$ ), it was concluded that the use of retelling story techniques with picture series media have a significant impact on students' speaking ability.

### Testing Hypothesis

Testing the hypothesis must be done to find out whether the hypothesis is accepted or rejected.  $H_a$  (alternative hypothesis) is accepted if  $t_{count} > t_{table}$ . In this research, the conclusion of the scores based on the result of the data analysis, the researcher found that the value of  $t_{count}$  (2.81) was higher than the value of  $t_{table}$  (2.048) at the level of significance  $\alpha = 0.05$  and at the degree of freedom (df) 28 (obtained from  $N - 2$ ). Thus, the alternative hypothesis ( $H_a$ ) is accepted. It means that using retelling technique through picture series media significantly effective students' speaking ability.

## Finding and Discussion

### 1. Finding

Based on the data analysis, this study found that the retelling story technique using picture media had a significant positive impact on students' speaking ability. The average post-test score for the experimental group using this technique significantly increased from 60.8 to 74.9, while the control group only increased from 60.8 to 69.33. The results of the t-test analysis showed that the t-count of 2.81 was greater than the t-table of 2.048 at the 0.05 significance level. This indicates that the difference between the experimental group and the control group is statistically significant, so the retelling story technique can be considered effective in students' speaking ability in the classroom.

### 2. Discussion

The results showed that the application of retelling story technique with picture media succeeded in creating a fun and interesting learning environment. The

success of this technique can be seen from the significant increase in students' speaking scores after using the method. Students felt more confident and motivated to speak after using this technique. They reported that the pictures helped them understand new vocabulary and improve grammar, providing visual support when speaking.

The effectiveness of the retelling story technique with picture media can be explained through Paivio's Dual Coding Theory, which posits that human cognition processes information through two distinct but interconnected systems: the verbal system for processing linguistic information and the visual system for processing non-verbal imagery. According to this theory, when information is encoded in both verbal and visual formats, it creates multiple retrieval pathways, enhancing memory retention and recall (Paivio & Clark, 2006). In the context of this study, the integration of picture media with oral retelling provided students with dual coding opportunities, where visual images served as memory anchors that facilitated better organization of narrative content and vocabulary recall during speaking tasks. The reported improvement in students' vocabulary understanding and grammar usage aligns with Paivio's assertion that dual-coded information is more accessible and memorable than information processed through a single modality.

Furthermore, the observed increase in student confidence and motivation can be understood through Vygotsky's Zone of Proximal Development (ZPD) theory. The ZPD represents the difference between what a learner can accomplish independently and what they can achieve with appropriate guidance and support. Vygotsky emphasized that learning occurs most effectively when students work within this zone with the assistance of more knowledgeable others or mediating tools (Vygotsky, 1978). In this study, the picture media functioned as a crucial mediating tool that provided scaffolding for students' speaking performance. The visual support reduced the cognitive burden of content generation, allowing students to focus more on language production and oral delivery. This scaffolding effect enabled students to perform at a higher level than they could achieve without visual support, gradually building their confidence and competence in speaking English. As Wood, Bruner, and Ross (1976) explain, effective scaffolding provides temporary support that can be gradually withdrawn as learners develop independence, which explains why students reported increased confidence after using this technique.

This study also corroborates the argument that a combination of different teaching strategies can increase students' engagement and confidence in speaking English. The theoretical foundations provided by both Dual Coding Theory and ZPD theory demonstrate that multimodal approaches to language learning are not merely pedagogical preferences but are grounded in fundamental principles of human cognition and learning. The integration of visual and verbal elements creates optimal conditions for language acquisition by addressing different learning modalities and providing appropriate scaffolding for skill development. Therefore, further research is urgently needed to explore and develop complementary strategies that are more effective in supporting students' acquisition of English, particularly focusing on how different combinations of visual, auditory, and kinesthetic elements can be

systematically integrated to maximize learning outcomes within students' zones of proximal development.

There are several important implications that can be applied in the context of English language education. Pedagogically, the findings show that the integration of story retelling techniques with image media can be used as an effective alternative learning strategy to improve students' speaking skills, especially in overcoming the problem of lack of confidence and motivation that students often face in speaking English. From a practical point of view, English teachers can apply this technique as part of a variety of learning methods to create a more engaging and interactive learning environment, while from a curriculum perspective, the results of this study provide empirical support for integrating a multimodal approach in second language learning. Furthermore, the theoretical implications show the importance of applying the principles of Dual Coding Theory and Zone of Proximal Development in language learning design, which can contribute to the development of more systematic and evidence-based learning strategies to improve students' communicative competence in English.

## CONCLUSION

This study aims to explore the effect of retelling story technique with picture media on students' speaking ability in English education class. Based on the results of data analysis and t-test calculation, it was found that this technique had a significant impact in improving students' speaking ability. The average score of students' speaking ability after the technique was applied increased significantly, from 60.8 to 74.9, while the control group only increased from 60.8 to 69.33.

The picture media serves as a visual help that reinforces students' understanding of vocabulary and grammar. Be that as it may, a few challenges still exist for students in applying new vocabulary in communicating. Hence, retelling story technique with picture media can be suggested as an effective technique in English learning, particularly in students' talking capacity. Advance inquire about is required to investigate the utilize of other educating strategies and techniques to English language acquisition among students.

## Suggestion

Based on the findings of this study, several key suggestions emerge for enhancing English language education. Teachers are strongly encouraged to incorporate more interactive methodologies, particularly the retelling technique using picture media, as this approach has demonstrated significant effectiveness in increasing student engagement and building confidence in oral communication. Educational institutions should prioritize the provision of adequate learning resources and facilities that support the integration of visual media in English language instruction, recognizing that such investments directly contribute to improved learning outcomes. Furthermore, future researchers are urged to conduct comprehensive studies examining the application of retelling techniques across

diverse educational contexts and student populations to establish a broader understanding of their effectiveness and adaptability, thereby contributing to the development of evidence-based pedagogical practices that can benefit the wider English language teaching community.

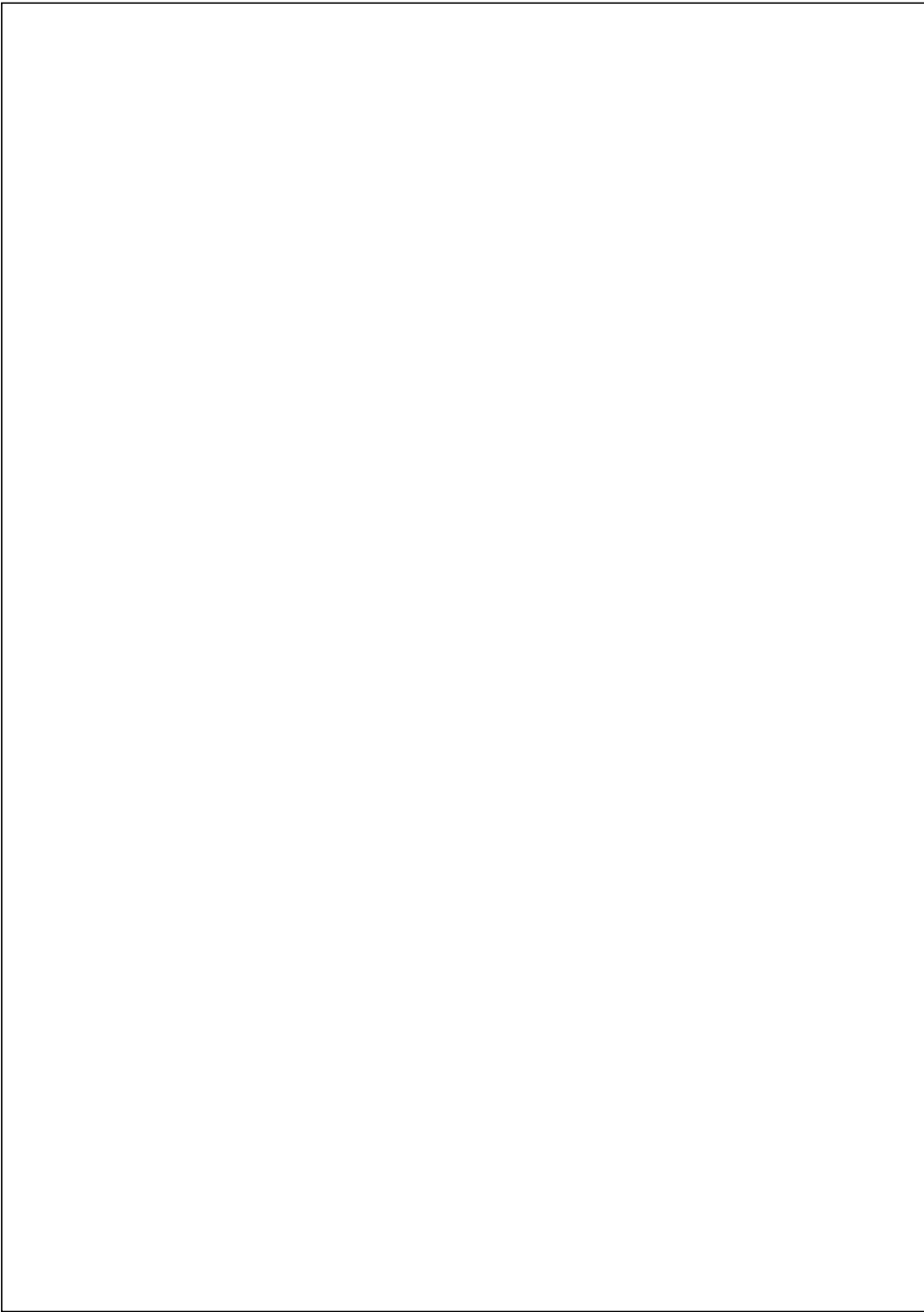
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