

Improving Students` Speaking Skill by Using Retelling Story through Pantomime at The Second Semester of English Study Program University of Papua

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Abstract

This research focuses on the improvement of students` Speaking skills at Papua University by retelling stories through pantomime. This article focused on two research questions; is pantomime effective to improve the students` speaking at English Study Program? And are the students interested in learning speaking through pantomime? This researcher applied experimental research with pre-test and post-test design. This research was undertaken at the second semester English Study program. The numbers of population were 120 students and the researcher took 33 students from class A as samples using the purposive sampling technique. The researcher used questionnaires as instruments of the data collection. The result of this research shows that there were significant developments in students` speaking skills at the second semester English study Program at Papua University after conducting the treatments by using Retelling Story through Pantomime. In which the score of the t-test (6,23) is bigger than the score of the t-table (2,03). It means that Retelling Story through pantomime gives significant improvement to the students` speaking skills. In addition, the researcher found almost all of the students gave positive responses toward retelling stories through pantomime in improving speaking skills.

Keywords: *Retelling Story, Pantomime, and Speaking skill.*

1. Introduction

Pantomime is the art movement that hides meaning inside. We watch it, we enjoy it, and became curious to seek the meaning behind it. Pantomime has been being the entertainment since 1717 from the traditional dumb show in the eighteenth and nineteenth century in French and English. This is a kind of show that attracts the audience from the beginning of the performance until the end. Pantomime is the art of creating the illusion of reality by dealing with imaginary objects or situations. Its art rests on the ability to imply weight, texture line, rhythm, and the air around them. The illusion of reality is represented by the funny and interesting motion that makes the audience will be curious to guess and know the answer to the motion. Thus making pantomime one of the alternative media for the classroom will provide the chance for the students not only to enjoy such a mazy entertainment but also to practice their speaking ability by guessing the idea behind the motion.

Teaching speaking in the classroom needs a method to make the students active and improve in speaking English which is most important to the English lecturer to find solutions by creating effective techniques in teaching speaking ability. The use of pantomime as a medium in the classroom will also create an interesting classroom atmosphere considering the pantomime itself as one of the entertainments. The crucial question is how to improve their speaking in using English especially in social interaction either in or outside the classroom. The facts many students still cannot speak English well, even though they know the grammar.

Therefore, the students should be given much motivation to improve their speaking in this case they should be much involved in the classroom activity, Teachers of English as a foreign language need to be more innovative, creative and have an important role to make their lesson interesting. They should use a wide variety of materials to enhance, foster, and motivate students to improve their speaking.

Related to the difficulties of speaking, the lecturer should give more attention to teaching speaking skills to increase the students` ability to speak English. One of the ways to increase the students` attention in speaking is to provide media, which are interesting to them. By presenting the lesson in such ways, the students are expected to practice using the language function learned with a partner or group to be more successful in learning English,

especially in speaking to enhance an interesting classroom, the teacher should not stop trying to discover techniques that are suitable to different learning tasks. On this occasion, the writer will introduce pantomime as one medium that we can use in the teaching learning process.

Elfiky (2000), Goh (2007), Rusdi (2009), Nuralang (2001). All of the researchers use different techniques in their research in improving student speaking skills, there is much that we can do to ensure that speaking lessons are not merely opportunities for using language orally but are a means for a learner to develop speaking skills and acquire the language. In this research the researcher uses pantomime for teaching speaking, it can stimulate students to practice speaking directly by using retelling stories through pantomime.

The statement above is also supported by Elfiky (2000) stated that, if there is nothing consolation or entertainment, I could not think well and I could not be a successful person. Consolation or entertainment is really important for the people because entertainment has strong power and spirit to make some people feel well to create something that different from before and with the entertainment, you can guide yourself to reach your dream and became one way to improve your skill to be the best, entertainment also can become one solution to solve your problem about how to improve your skill and your ability to be the best to the future.

While Wuryanano (2006) and Zakaria(2007) also stated by their research t that imagination creative can support someone to increase their ability and they can easy to describe anything with their perception, it means imagination creative can support someone to describe their idea and there are so many techniques that we can apply in communication interaction such as role play, speech, discussion, peed- back questionnaire, drama, traveling culture, guess gesture. This made the students easy to understand with the materials and the teacher can find the impact of a good technique.

2. Method

In this research, the writer applied the experimental method. It aims for describing the effect of pantomime to improve the student's speaking through pantomime in the second semester of the English department at Papua University. The population of this research was the second semester of the student at the English Department. There were 120 students. But the population of this research consisted of class A at the second semesters of University Papua. The total populations are 33 students. The technique of this research was purposive sampling. It chose class A as the sample. Since all of the students in class A have good participation and are easy to understand with the lesson so that is the way the researcher chooses class A as a research object. 33 students took as the sample as an ideal teaching-learning process.

For collecting data from the students, the writer uses two kinds of instruments, namely; Speaking test, this consists of pre-test and post-test. The pre-test was used to measure the students' speaking before treatment given by the teacher. Post-tests were used to measure the students speaking performance after treatments have been given. The Questionnaire The questionnaire consists of 10 items. The items are to see the student's interest. The questionnaire is meant to find out whether the students are interested in learning speaking through pantomime or not. In this test, the researcher uses 1-6 point scale to measure the students' oral answers based on rating ability. The scoring of the test can range from an impression mark to a mark arrive at one the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, grammar, vocabulary, appropriacy, fluency and case of speech).

3. Result and discussions

a. Results

The findings of the research deals with the rate percentage of students score in pre-test and post- test, analysis of test in the area of accuracy, fluency and comprehensibility, analysis of test from the raw score of pre test and post test , percentage students` participation and the analysis of questionnaires.

1. The rate percentage of students` score in three aspects of speaking assessment in pre-test and post-test.

Tabel 1. Classification of the Students` Speaking Skill in the Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	1	3%
Good	56-70	4	5	18%
Average	41-55	3	12	34%
Poor	26-40	2	8	24%
Very Poor	≤ 25	1	7	21%

The table above shows that there were 33 students observed in this research before being given treatment. From all of the students observed, only one student (3%) got very good scores, 5 students (18%) who got good, 12 students (34%) who got average, 8 students (24%) who got poor, and 7 students (21%) who got very poor scores. Besides that, the writer also makes a score of the students speaking who have given treatment by using pantomime was elaborated into seven scales through the table distribution frequency and percentage. The writer has classified based on English speaking performance, consist of accuracy, fluency, comprehensibility.

Table 2. Classification of the Students` Speaking Skill in the -test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	3	9%
Good	56-70	4	8	27%
Average	41-55	3	18	43%
Poor	26-40	2	3	18%
Very poor	≤ 25	1	1	3%

The table above shows that students` scores in the area of the accuracy of post-test are varieties; in which there were none of the students (0%) got ‘ excellent’, there were 3 students (9%) who got ‘very good, and 8 of the students (27%) got ‘good’ classification. There were 18 students (43%) who got ‘average’. There were 3 students (18%) who got ‘poor’ and one of the students (3%) got’ very poor’ classification.

2. Analysis of questionnaires

Having conducted research at Papua University , the researcher found the students perception toward retelling story through pantomime to improve speaking skill through questionnaire ,students perception were presented as follows:

Retelling story through pantomime is effective to apply in improving students` speaking skill at Papua University.

Option	Frequency	Percentage
Strongly agree	11	34%
Agree	20	63%
Disagree	2	3%
Strongly disagree	-	0%
Total		100%

The table above shows that there were 11 students (34%) choose strongly agree, there were 20 students (63%) choose agree, there were 2 students (2%) choose disagree, and none of the students choose strongly disagree. It means that most of the students liked this method to be applied in improving speaking skill.

b. Discussions

In this research the writer focused in improving speaking skill because speaking is the based component that has to be mastered by the young learners, according to Richard Speaking consists of producing systematic verbal utterance to convey meaning(utterance are simply thing people say). Flores said speaking is an interactive process of constructing meaning that involves. Producing and receiving and processing information. Speaking is a language is especially difficult for foreign language learners, because effective oral communication requires the ability to use language appropriate in social interaction. Diversity in interaction involved not only verbal communication, but also part linguistic elements of speech such as pitch, stress and intonation. Speaking clearly and effectively is essential if your organization's personnel are to be perceived as competent and confident in their daily activity.

Furthermore, the quality of a person's speaking skill depends on the quality and the quantity of the speaking process. The richer the quality and quantity that we have the bigger the possibility we will have a good speaking skills. Improving your speaking can be done at any age and any level of education, as the young learners when they are thought words which related about their surrounding and that was the researcher did, the researcher introduced the speaking by using entertain.

In this case pantomime. Generally, young learners are faster to learn speaking if supported by entertainment media like a pantomime. Pantomime is an entertainment that can be used as a medium in teaching speaking illusion, pantomime portrays concrete emotions and situations by means of conventional gestures, body movement, or physical statements. Through pantomime, the students can express their opinion about what the pantomime tells.

The speaking skill is the most important of English skill that must be learned to be able to communicate with each other to communicate with the native speakers. Then, to improve a speaking skill is not just an opportunity because many ways that we can do to improve our skills especially speaking skills. The data are supported by Zakaria (2007) said, many kinds of techniques that we can apply to increase communication, such as Games, role play, guess gesture, or pantomime. Elfiky (2000), if there is nothing consolation or entertainment, I could not be thinking well and I could not be a successful person. Consolation or entertainment is really important for the people because entertainments have strong power and spirit to make some people feel well to create something that different from before and with the entertainment you can guide yourself to reach your dream and became one way to improve your skill to be the best.

Related to the explanation above, it can be said that retelling a story through pantomime in improving speaking skills can improve the students' ability to speak in English well. In addition to this result, most of the students were very active in the participation of speaking English by displaying pantomime. Furthermore according to Danarti(2007), with pantomime students' can apply expression and body language to support their speaking to make other people understand with their speaking and also make the students easily create logical words with their words. Mundy quotes lisenborghs" the real objective is to get the students motivated, interested and confident enough to explore the language on his or her own".

In addition, Harmer (2012) highlights the importance of engagement in his ESA model of language learning engage study activate. There has to be some part of the lesson that gets the students interested and involved. Then they can become activated, producing or thinking in real language. In the pantomimes, we see the process where the students engage each other (yet dialectic). It meant that by using this pantomime method we were able to learn to speak easily. In the pantomimes, the students are taking different starting points to perform and discover the truth of the text, with the pantomimes that can be widely expanded to the teaching of EFL, and the functions of pantomime such as interpretation, reflection, imagination, pinpointing, and conceptualization. Some students even, independently, check information in their text after a performance.

This research presents the result of data analysis by using retelling stories through pantomime in improving speaking skills at the second-semester students of the English department Papua University academic year 2019/2020, since the treatment had been conducted. The result of t table (tt) with significant 5% we got 2,03 with comparing t which he had got in (to = 6,23), the writer gives interpretation to is bigger than tt. It is shown as follows. Since to is greater (or equal to) than tt, the score of students` speaking skills before and after giving treatment is significant. It means that there were significant developments in the students` speaking skills at the second semester English study program of Papua University.

Based on the result of the questionnaire, it is found that most of the students were very interested in learning to speak through pantomime. Furthermore, Jalil (2000) says that interest is an attitude, which continuously accompanies one`s attention in choosing an interesting object. Related to the explanation above it can be said that Interest also refers to the kind of things we are appreciating and enjoy. The selection of occupation and the satisfaction we get from other works usually depend on more interest than our abilities. Interest and abilities are closely related but our interest gives us more motivation to use our abilities. In another word, most of the students were very interested in learning speaking through pantomime and the students also have good participation in speaking English by displaying pantomime. From the definition above the writer concludes that the human interest will appear when the human felt the activities or other things are useful, pleased, or valuable for their life. In addition, the researcher found that most of the students give positive responses to the method applied by the researcher.

4. Conclusions and Suggestion

a. Conclusions

Based on the result of data analysis and findings in the previous chapter, the conclusions that could be drawn from this study as follows:

1. Having conducted the treatments by using retelling story through pantomime, it was found that this method is effective and could give significant development toward the student`s speaking ability in English. It meant that pantomime is effective to improve the second semester students of English study program Department to speak English.
2. Having analyzed the result of student`s attitude toward the method applied by the researcher in this research, it was found that most of the second semester students of English Study program Department were very interested in learning speaking through pantomime.

b. Suggestions

Based on the conclusion above, the writer gives the following suggestions:

1. It is suggested that the teachers should use some different media and method to attract the students` attention in learning English.
2. The lecturer should bring the media or teaching aids into the classroom, because it will attract, motivate and encourage the students to speak English and make class lively.
3. This article is a result of analysis and research about the influence of one of the way to improve English speaking skill students, therefore this thesis can be a contribution especially for teacher, to become as a teacher has obligatory to create our students to be the best, and complete with other schools.

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