

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Education is an institution which have a role for sharpen one is mind,develop, increase mentality of someone even to develop a country. Education is a process of updating experiences that occur in children and adults alike which occurs intentionally to produce social sustainability. Education is one of very important that which teach individual, community, society even country about how to maintain a mentality to face the problems, defiance, current development, that comes in the world. Education is the foundation for a country in determining the progress of a nation. This can be supported by human resource who receive education so that when people are prosperous, the country they live in will also be prosperous. That is why, people need a good education. This thing can be support from the strategy of teaching even the media or tool that used by the teacher.

In education, there are some subjects that teach inside. They are mathematics, sociology, biology, English etc. English language is the subject that teach in some countries even Indonesia. English language is an international language which is means this language able to use by all countries even when they are in the foreign country. With English language, a country is able to do a business such as export and import and also to introduce Indonesian cultural. Of course, this is one of the things to consider that English must be taught correctly to students. Because students is the next generation of this country.

The writer awares that, in the teaching English skill teacher need an efforts to support the learning process run well especially for a speaking skill , because of that teacher and students need media to help teacher and students able to make speaking well, so process of teaching

English speaking skill will be more effective.

Teaching speaking is not easy to teach in to students, because teacher needs to listen and see directly the way students" speak up about the word even sentences. The students are bored to learn in the class because teacher only explain without using any media to help learning process.

This problem also happened when the writer did her Program/Praktek Pengalaman Lapangan (PPL) at SMA Tri Sakti Lubuk Pakam long time ago. The teacher only use conventional media even for teaching speaking without teach the way students speak up and make a simple conversation. The students said that it was so bored in speaking session. It is because the students found difficulties in the pronunciation even for to know the new vocabulary in English. Based on the writers experience, the students was less of knowledge in pronunciation and knowledge of a vocabulary. Consequently, they got low score on the speaking.

The teachers of speaking must have any strategies such as using a new media like pictures series to help teacher more effective to teaching students' speaking skill. The writer aware that the teaching speaking skill will be more effective if the teacher able to make use of media as a container in teaching speaking ability and the success of teaching learning online is not evaluated from the contents of material that prepare by teacher but how the process of deliver the material to the students, so they able to understood about teacher explanation about the material.

There is media in teaching that use in learning process that is pictures series. Pictures is one of the varieties of teaching aids which is used to explain language meaning construction, engage students in a topic, or as the basic of a whole activity (Harmer 2001:134).

It can be concluded that the use of pictures can provoke the creativity of the students. Pictures are often used to present the lessons in the learning process. Pictures series enables

teacher to make the learning process more fun because there are varieties of pictures that students answer the pictures about. The students have to describe only one picture of them. Beside it, picture series can improve their speaking skill because pictures can be develop their motivation and producing positive attitude of learners towards the language.

The statement above indicate that by pictures series, the students will be more effective to speak in English and help them to get good score in speaking class. Beside it, pictures series can motivate students to speak influence in English because in the learning process they are force to speak in English and by using pictures series the students and teacher will be more effective to do an interaction because teacher and students are able to ask directly even to follow they way teacher speak up in English. Therefore, teachers can use the pictures series as media in teaching speaking.

Based on the reason above, the writer would like to conduct a research entitled “ Using retelling story technique through pictures series media to improve students’ speaking skill of 11th grade in SMA Tri Sakti Lubuk Pakam”.

1.2 The Problem of the Study

Referring to the background of the study, the research problem of this research is “Does using retelling story technique through pictures series media significantly improve on students’ speaking skill of 11th grade in SMA Tri Sakti Lubuk Pakam?”

1.3 Objective of the Study

Based on the statement of the problem, the objective of the study is to find out the

improvement of using retelling story technique through series pictures medi in to students' speaking skill.

1.4 The Scope of the Study

There are some technique in teaching speaking that researcher able to use such as composition technique, jot thoughts, carousel feedback, round robin-group composition and retelling story, there are also some media such as comics, pictures series etc. So, in this research, the writer will limits the technique of retelling story and media only for pictures series of second grade in SMA Tri Sakti Lubuk Pakam.

1.5 Significances of the Study

This research is conducted in order that it gives theoretical and practical benefits.

1. Theoretically

The research finding can be used to enrich the theory and media in teaching speaking by using pictures series in to students' speaking skill.

2. Practically

For practically, the writer expected that this research will be useful for three aspects. They are, students, English teachers, and for the writer.

1. Students, it can improve the mastery of speaking subject and to enrich their knowledge to apeak up better, especially in speaking skill by using pictures series. In addition, it can be used to motivate their learning in the class, especially in speaking skill.
2. English Teachers, can help English teacher in teaching speaking especially by retelling story through pictures series, and it can be information in using media to improve the quality of teaching speaking. The researcher hopes that this study can improve the teacher's ability to help students in teaching speaking in class.

3. Writer, the study can give information about the students' ability in speaking skill and she understands that retelling story through pictures series able to use in teaching speaking as teacher in the future.
4. The Next Researcher, this study can be useful as the reference for other researchers who want to conduct a research in the same topic and purpose. It can be used to show that using pictures series able to use in teaching speaking' skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain all the learning used in this study which are taken from many sources to avoid misunderstanding with what this study will deliver about.

2.2 The Definition of Language

Language is the system of word or signs that people use to express thoughts and feelings. Language is use to deliver the message from speaker to the listener about information, request, even to command. Language is arbitrary. Language is a symbol of a cultural of some countries which shows the identity of the speaker. Algeo (2010:2) said that language is a system or

conventional vocal sign by means of which human being communicate. Language cannot be separated from the human being, it is a media to say anything and express the ideas, by using language, people can interact well, exchanging their idea and also to fulfill their needs.

Language is a vocal symbols which permit all people in a given culture to communicate or to interact. According to Hornby (2003:240), “Language a system of sounds and words used by human being to communicate and express their thoughts and feelings”

The writer summarize then that the language is tool of communication that makes people can express their purposes, feelings, and their opinions. People can interact to another through language and all humans activities are affected by language the use, what so ever they do , anywhere, anytime, people always use it to know and to connect all people in the world . in this word there are many languages one of them is English.

2.2.1 English Language

English is the international language. International language means that English language is able to use by all people even not in his country. In Indonesian , English become a foreign language and it's very important for communication even for business between each countries.

Patel (2008:7) said that English as a global language as (what his hoped would be) a straightforward read, and chose not to impede the flow for a general reader by providing an array of academic footnotes and a full bibliographical apparatus.

Based on the definition above the writer conclude that the English is the language that able to use to communicate all countries because English is the global language which in Indonesian. English need to be developed and has important role in the students and support the job.

2.2.2 Speaking

Speaking is the process deliver a message which need utterance by using and help by organ speech to the listener. Speaking also is one skills in English in which the speaker produces utterance, or message in order the message is conveyed to the listener and the listener understands what is conveyed. Based on the *Oxford Advanced Dictionary* the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the

activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. Flucher (2003:23-25) speaking is the verbal use of language to communicate with others. Speaking is the language skill which has been developed since childhood and proceeds by listening skill at the time of speaking ability was acquired. The main aim of speaking is communication, which conveys the message from the speaker to listener.

According to Thornbury (2003:6) speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a days, although some people like auctioneers or politicians may produce even more then that.

Speaking Is a productive skill, it is means people use the language that they have acquired and produce a message through speech or written text that they want others understand. Speaking in life has the aim that is to communicate, which conveys the message from the speaker to listener. Speaking is totally natural. Speaking is in a language other than our own is anything but simple. Speaking is a productive aural/oral skill. It consist of producing systemic verbal utterances to convey meaning.

Speaking skill is skill of speaking that speaker able to and mastery in a language incorporating some factors such as accent, grammar, vocabulary, fluency and comprehension. The mastery of

those factors In some degree is considered to be “able” to speak a good, if not appropriate, English.

The writer concludes the statements above that speaking is an action by using an organ speech to produce and deliver an expression with talk and sound to the listener.

2.2.3 Purpose of Speaking

The purpose of speaking has a big effect for human to act. The students in the classroom need to learn correct pronunciation and speech patterns of a language.

Harmer (1990:269) said the purpose of speaking is to inform or to communicate what is in the speaker’s mind to the listener . Communication occurs because there is communicative purpose between speaker and listener the purpose of communication for the speaker could be:

1. They want to say something
2. They have some communicative purpose; speaker say something because they want something to happen as a result of what they say.
3. They select from their language store. Speaker have an inventive capacity to create new sentences

The writer summarizes, that the purpose of speaking is to build a good relationship through an oral communication to share what the speaker wants to communicate to the listener and to get information from the speaker and understand the spoken at normal speed, and able to answer the question which requires short or extended answer.

2.3 Component of Speaking

There are some components of speaking, according to Syakur (1987:3) the components of speaking contains of five components language that influence speaking ability, they are:

1. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate.

2. Grammar

It is needed for students to arrange a correct sentence in conversation .it is in line with explanation that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, vocabulary means the appropriate diction which is use in communication. Vocabulary is more than list of target language word.

4. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of the grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra-segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker for another language community to understand.

5. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the

speaker does not have as much a lot of time searching for the language items needed to express the message.

2.3.1 Types of Speaking

There are some basic types of speaking in which these types distinguish what types of speaking that people use when the people are interacting. According to Brown (2004:141), there are five types of speaking, namely imitative, intensive, responsive, interactive and extensive (monolog) speaking namely:

1. Imitative Speaking

At one end of a continuum of types of speaking performances is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performances. We are interested only in what is traditionally labeled, pronunciation; no inferences are made about the test-taker ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2. Intensive Speaking

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate Competences in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, with interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment task include directed

response tasks, reading aloud, sentence and dialogue competition, limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

3. Responsive Speaking

Responsive speaking includes interaction and comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up question or retorts.

4. Interactive Speaking

The differences between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchange and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which has the purpose of maintaining social relationship. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in casual register and use colloquial language, sllipsis, slang, humor, and other social linguistic conventions.

5. Intensive (Monolog Speaking)

Intensive oral production includes speeches, oral presentation and story telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out together. Language style is frequently more deliberative (planning is involved) and formal for exstensive tasks, but we cannot rule our certain informal monologues such as casually delivered speech (for example, my holiday in the Korea, a recipe for outstanding pasta primavera, recounting the plot of novel or movie).

2.3.2 Elements of Speaking

In speaking, it is very important for student to acquire the ability to express their ideas and opinion. Consequently, this competency should be mastered by the learners of language. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language „on the spot. Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following: Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent „connected speech”.

1. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction).
2. Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

2.2.3 Developing Speaking Skill

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies: Using minimal responses, recognizing scripts, and using language to talk about language, So that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors“ help students learn to speak so that the students can use speaking to learn.

- a. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral

interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges.

2.4 Media

Media is important things in reconditioning process of educational, the use of media can make the students more interested in teaching and learning process. Media can be divide into three parts , audio, visual, and audio-visual. Word media is derived from Latin word medius which is means “middle”, Irabic, media means mediator or someone who transfers messages from sender to receiver (Arsyad 2004:3)

Visual media is term used to include teaching aids which depend on the use visual communication channel. Meanwhile Levie and Lenzt (2013:192) stated that stimulation of visual media fortunately give students result of teaching and learning more effective and efficient as good as possible as like re-memberring and knowing the materila . Visual media are able to make easily understanding and und unifying of remembering.

The role of media in conveying the message is very crucial. It actually bridges the gap between the two parties of sender and receiver so that the message can be understood. Rohani (1997:21) stated Media picture is media from as reproduction the real form into two dimensions such as photo or arts. Arsyad (2006:113) stated the main purpose to slide this kind of picture is

for visualized the concept that want to tell the students, Musfigon (2012:73) stated the media is tool to slide the object of two dimensions to explain to the students to be understood and apply it.

2.5 Pictures Series

Pictures is one of the varieties of teaching aids which is used to explain language meaning construction, engage students in a topic, or as the basis of a whole activity (Harmer, 2004:134). pictures can help the learners to understand the meaning of a word because it represents the meaning of it. In addition Heidari and Araghi (2015) said that pictures is form of graphs, comic, poster, cartoon, board drawing, pictures in, newspaper, magazine, calendar, photograph, maps, wall chart and many more are widely used as teaching aids in language classroom.

Pictures series is a kind of media which belongs to picture category. There are some roles that pictures can have in the teaching. According to Brown (2004:180), using a variety of media will increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop.

Pictures series is a kind of media which belongs to picture category. There are some roles that pictures series have in the teaching speaking skill:

1. Pictures can motivate and make them want to pay attention and take a part
2. Pictures contribute to the context in which language is used
3. Pictures can be described in a objective way or responded to subjectively
4. Pictures can cue response questions. Finally, pictures can stimulate and provide informative be referred to in conversation, discussion, and story telling.

2.5.1 The Advantages and Disadvantages of Picture Series

The use of pictures in teaching offers a number of advantages. According to Curtis and Bailey (2001:10-12), there are four advantages:

1. Students can easily compose a story because there are pictures that will guide them step by step to create a full story.
2. Students will feel relaxed in composing the story as they feel that they are playing with the cards (pictures)
3. They are not forced to build a story and their confidence gradually increase
4. There is habit formation in this technique (building knowledge, modelling, construction and self-instruction)

Leny (2006: 40) stated some disadvantages of using picture series in learning process:

1. Small and unclear picture may cause problem in teaching and learning process since the students may misunderstand about the picture
2. Students pay more attention to the picture than on the learned material
3. Students find it a bit difficult to relate their statement of each picture into the whole picture to compose a small story
4. It takes a long time costs much to provide interesting and attractive pictures.

2.5.2 Picture Series as Media

A picture is one of media that can be used in teaching-learning speaking. When the teacher adds pictures in a text, it gives some contribution to the speaking learning process. Media picture is also a part of illustration of the people or things that the teacher uses to explain the method to the students to understand well. Wright (1989:2) states that pictures contribute for the students to give interest and motivation, a sense of the context of the language, and a specific reference point of stimulus. Picture series is a kind of media which belongs to picture category. Harmer (2004:135) says that pictures are extremely useful for a variety of communication activities, especially they have a game-like feel, such as describe and draw activities.. These

pictures can represent the image of people, animals, things, or events. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story. Applying pictures in the English speaking teaching and learning process is based on some considerations. According to Wright (1989:2-3), there are five criteria in considering the use of pictures in activities. The first criterion is easy to prepare. It means that it is not difficult to prepare the activity. The second criterion is easy to organize. It means that it is difficult or not to organize the classroom. The third criterion is interesting. It means that the activity is interesting or not for the students. The fourth criterion is meaningful and authentic. It means that the language and the way of the students in using it will be authentic and intrinsic to the activity or not. The last criterion is sufficient amount of language. It means that the activity will give rise to sufficient amount of language in order to justify its inclusion in the language learning.

The teacher should have some consideration in applying the pictures in speaking activities because not all of the pictures have some roles in speaking teaching and learning activities.

The use of pictures can provoke the creativity of the students. Pictures are often used to present the lessons in the learning process. Pictures series enables teacher to make the learning process more fun because there are varieties of pictures that students answer the pictures about. The students have to describe only one picture of them. Besie it, pictureseries can improve their speaking skill because pictures can be develop their motivation and producing positive attitude of learners towards the language.

2.5.3 Types of Picture Series

Andrew Wright (1989:23) explained in his book *Pictures for Language Learning* states that; there are 20 types of picture that can be found. Those are:16.

- 1) Pictures of a single object

- 2) Pictures of one person
- 3) Pictures of famous people
- 4) Pictures of several people
- 5) Pictures of people in action
- 6) Pictures of places
- 7) Pictures from history
- 8) Picture with a lot of information
- 9) Pictures of the news
- 10) Pictures of fantasies
- 11) Pictures of maps and symbols
- 12) Pairs of pictures
- 13) Pictures and texts
- 14) Sequence of picture (Picture Series)
- 15) Related pictures
- 16) Single stimulating pictures
- 17) Ambiguous pictures
- 18) Bizarre pictures
- 19) Explanatory pictures
- 20) Student and teacher drawings

2.6 Retelling Story

Retelling story technique has been known as one of teaching activities in second or foreign language classes. One of the reasons is because it relies so much on words, offering a major and constant source of language experience for children (Wright, 1995, in Jianing, 2007).

In addition, stories can be considered language treasures as models of language for students at different levels and ages.

Miller and Pennycuff (2008:36-43) say that retelling story in the classroom is one way to improve speaking ability. In line with this, Pellowski in Eliwarti, (2013) said that retelling story is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students. He also believes that retelling story is one of the arts or crafts of narration of stories in verse/and prose (Pellowski, in Eliwarti, 2013). As Eliwarti (2013:2) says, retelling story is part of speaking activities. It means, in this research, retelling story can play an important role in performance based on assessment of speaking. It helps them in learning about telling stories or events in details and in sequences. Students develop their favorite stories early in their lives and might hear the same short stories over and over again.

Oakley (2006) claims that retelling story is useful in assessing students' comprehension, but then it has some limitations. Meanwhile, Ma in Yang (2011:35) believes that storytelling is an efficient teaching strategy for non-native instructors in teaching. Furthermore, Miller and Pennycuff (2008) say that retelling story has a power to improve students' speaking skill. According to Matulka (2008:4), a good picture series in a story ties the reader to the pictures and creates the meaning of the pictures, story and pictures work together to propel the story forward.

Based on those explanations above, there are some researchers who believe that retelling story can improve students' speaking skill, but some others not. In this case, retelling story technique stimulates how students can improve their speaking skills.

Gail E. Tompkins identified three benefits of story retelling:

- a. Students expand their oral language,
- b. Enhance their use of comprehension strategies, and

c. Deepen their knowledge of story structure.14

There are also some elements of retelling story, such as: setting, characters, the problem, order of events (beginning, middle, and end of the story), and solution (problem solved).

More specifically, retelling story also helps students express ideas in the format of beginning, middle, and end of the story, including the characters and setting a story has to have. For instances, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class. When students participate regularly in retelling activities.

retelling story can use in monolog and dialogue speaking. But, here the student only use monologue speaking because they only speak one by one by retelling the story. According to sankey 2000 a monologue is a speech or composition presenting the words or thoughts of a single character (as opposed to a dialogue). Monologues are also known as dramatic soliloquies. A person who delivers a monologue is called a monologue or monologue.(Monolog Speaking)

Intensive oral production includes speeches, oral presentation and story telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out together. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my holiday in the Korea, a recipe for outstanding pasta primavera, recounting the plot of novel or movie).

Dialogue is a reciprocal conversation between two or more people in a conversation or written work. Linguistically, dialogue comes from the Greek and logos which means the human way of using words. In other terms, dialogue is a literary and theatrical activity consisting of an

oral or written conversation between two or more characters. Dialogue is a communication process that must consider semantic and pragmatic rules.

2.6.1 The Advantages of Retelling Story

Retelling story technique has been known as one of teaching activities in second or foreign language classes. One of the reasons is because it relies so much on words, offering a major and constant source of language experience for children (Wright, 1995, cited from Jianing, 2007). Of course, every thing has negative and positive side related to the what someone want to use it. Here are some advantages based on expert's theory:

1. Retelling story able to improve speaking ability
2. Retelling story can be instructional strategy for enhancing the comprehension of proficient and less proficient students.
3. Retelling story can play important role performance based on assesment of speaking
4. It helps them in learning about retelling story oin event or details and in sequences.
5. Retelling story help students to develop their favorite story early in their live and might here the same short stories over and over again.
6. It helps students to be more active and understand about the activities.
7. Retelling story can increase the students skill in englilhs
8. Retelling story is usefull in assesing students.
9. Retelling story is efficient strategy for non-native instructors in teaching
10. Retelling story could give better effects in impriving speaking ability.

2.6.2 How to Teach Retelling Story

Retelling is a strategy that is used to determine how well a student has comprehended a specific story. Retelling can be used as an effective tool in improving comprehension as well as

assessing it During a retelling, teachers gain insight as to how students are putting together the information offered in a text. When students' understanding of a text is observed and analyzed during retelling, teachers discover what information students remember and deem as important. To begin a retelling, inform the student he or she will retell a story after it is read. Then, have the student read the text. After reading, ask the student to tell about the story as if he or she was telling it to someone who had never read it. Once the student has finished retelling the information he or she remembers from the story, you may ask the student to elaborate on certain parts.

1. Retellings should include:
2. Presence of the major character(s)
3. Defining characteristics of the characters
4. Problem presented in the story
5. Solution to that problem (or the end)
6. Events presented in sequential order
7. Ability to include only those events important to the story and exclude unimportant events

Indicators that a retelling may be immature:

1. Referring to all characters as "him," "her," or "they"
2. Giving a detailed description only of the first page or story segment
3. students who retell stories improve their comprehension" (p. 269). Students' reading comprehension improves when teachers give feedback about retellings.

So, here are some step how to teach retelling:

1. Objective: Students will identify, organize, and retell key details of a text to show their understanding.

2. Grade levels (with standards): K (Common Core Literacy RL.K.2: With prompting and support, retell familiar stories, including key details; Common Core Literacy RI.K.2: With prompting and support, identify the main topic and retell key details of a text) 1 (Common Core Literacy RL.1.2: Retell stories, including key details, and demonstrate an understanding of their central message or lesson; Common Core Literacy RI.1.2: Identify the main topic and retell key details of a text)

3. Best used for instruction with:

1. Whole class
2. Small groups
3. Individuals

4. How to prepare:

1. Choose a fiction or nonfiction picture (or allow students to choose from a few options).

The text should take no more than three to five minutes to read aloud. Make sure to choose a reading level where students can decode the words and read the text fluently. You can also provide an audio version of the text. For English language learners (ELLs), it's helpful to provide the text in a student's home language, if available.

2. Pre-read the text and identify the key details. Before the lesson, take a few minutes to read the text to help you choose which retelling activities to use for this particular text. Pre-reading can also help you figure out what background knowledge students need. As you pre-read, focus on the following:

Fiction: Identify key characters, setting, from picture

Nonfiction: Identify picture.

5. Consider your students' needs. Use recent data from formative and summative

assessments, like the Developmental Reading Assessment (DRA), to assess each student's current retelling skills. This information can help you decide how to best support all your students. See the table below for options for providing differentiated levels of support.

6. How to teach:

1. Explicitly model the retelling routine. You can model the routine using a very short text or the first section of a text.
2. Explain what you expect students to do. You might say, "Today we are going to read a story two times. After we finish the first time, you're going to tell me about it. Then, we'll read the story again. When I finish the second time, you'll do another activity to retell the story." Pause to check that students understand the activity. Ask, "What are we going to do today?" You can display a list on chart paper as a visual reminder of the steps in the routine.
3. Preview the text. Start by looking at the title and any subtitles or pictures with the students. Talk about whether the text is fiction or nonfiction. Then, activate prior knowledge by having students turn and talk with a partner to answer questions like, "What do you know about this topic?" or "What do the pictures make you think of?"
4. Read or listen to the text. In some cases, you may want students to read. In other cases, you may wish to read the text aloud or give students the option to listen to an audio version. For instance, if students struggle with working memory or attention, you may opt to give them an audio version so they can pause and rewind as needed.
5. Ask students to do an initial retelling. Students can show their understanding by retelling verbally, in writing, or drawing. Don't use any supports at this point. You want to gauge their initial understanding of the text and find the "gaps" (if any) in their comprehension.
7. Ask students to do one of the following retelling activities with support:

1. Five-finger retelling: Have students hold up one hand. Explain that each finger represents a part of the retelling: who (characters/key figures), what (conflict/key events), where (setting), when (setting), and why (resolution/motives). Ask students to orally retell the five W's of text — pointing to each finger as they go. For visual support, create an anchor chart that shows a hand with each finger labeled. Display the chart so students can refer to it as they retell.
2. Picture/props retell: Gather some materials, like printed pictures from the text, puppets, or other related props. Lay the materials in front of students and ask them to retell the text using the materials. (This type of retelling is best for individuals or small groups so all students can actively engage.)
3. Sequence retell: Give students the retelling graphic organizer. Have them point to the sequence word in each rectangle (*first, then, next, and last*) as they orally retell the story. Or students can draw pictures or write in the boxes for their retell. If students write, prompt them to use 10 words or fewer for each box.
8. Provide differentiated levels of support. Use this table for options to support your students during retelling activities:

2.7 Previous Research

The first previous research of this study is Hani (2020) *retelling story through pictures series to improve students' speaking skill*'. Based on the finding of this previous research, the write was foun that the students'' speaking skill improves significantly. This is indicated by the mean score of pre-cycle and the end of cycle I and cycle II. The mean score of pre-cycle was 54,5 (low) while the mean score of cycle I was 61,7 (fair) and the mean score of cycle II was 71,3 (good). Based on the mean scores of students from each cycle, it can compare and conclude

that in this previous research retelling a story by using picture series in improving students' speaking skill is effective. The retelling story by using picture series can build students' confidence. It can also increase students' motivation in learning a story. It can be seen that the use of picture series helps students in learning speaking skill. The students have some vocabulary when retelling the story. Students can know several verbs in the past tense. Retelling a story by using picture series can enhance the students' imagination and focus through and pointers on the story.

So, based on the previous research, it can help the writer to do this study because the writer able to use it as reference while doing the research, because the previous research has same technique to use in teaching speaking that is retelling story technique, and also it proves that retelling story is suitable for improving students' speaking skill. While, here that is also the difference of this study with previous research, the previous research was using the narrative text in retelling story, while in this study the students is freely to retelling story through pictures series to improve students' skill. That is also a reason why the writer wants to make this research so the retelling story also able to use in another english skill.

The second is Ratna (2014) :” *Retelling Story Through Picture Series to Improve Students' Speaking Skill*. Based on the result of second previous research, it shows that the use of picture series helps students in learning speaking skill. The students have some new vocabularies when retelling the story. In addition, the students could know some of verbs in the past form. Even though it was complicated to explain the meaning of the picture, the teacher should repeat the verbs, but in times, students could get the meaning and understanding in the story through picture series. In addition, retelling story using includes picture series can enhance students' imagination and concentrates the mind and clues about the story. So , in the second

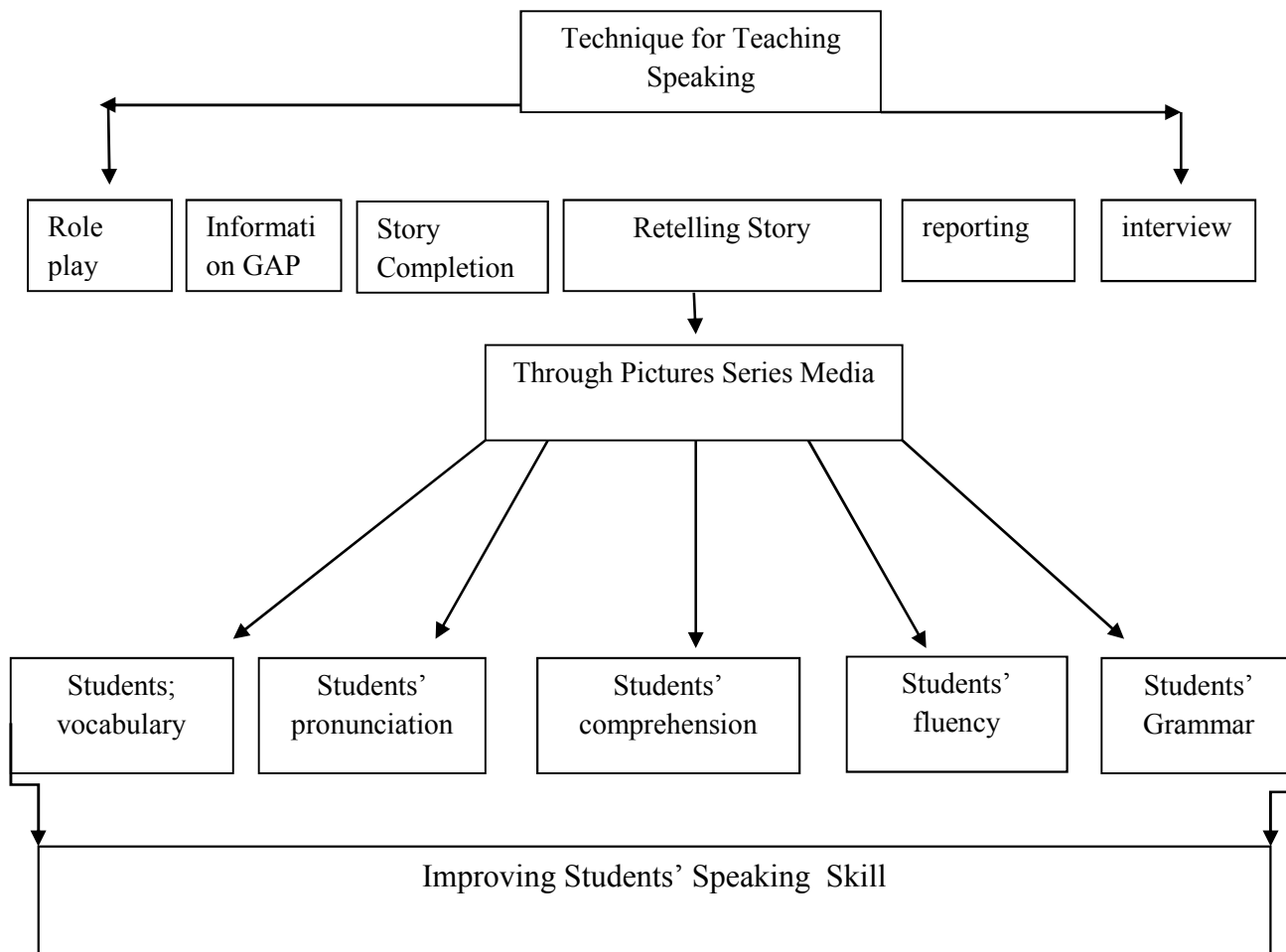
previous research, the objective of the second previous research is to investigate the retelling story in improving students' skill mean while the writer' study has objective to find out whether the retelling story through pictures series sifnificantly affect students' speaking skill. So, any differences and resembalaces of previous research, of course they support the writer to do a reserach with litte differences about this study, as one example the previous reserach has an subject for 8th grade, while the writes' study has subject for 11th grade. The resambalance of the previous reserach also help writer to do this study because it can be as reference and prove that retelling story technique and pictures series media are able to use in improving students' skill.

2.8 Conceptual Framework

The teaching technique or model is one of the most important elements that affects the teaching and learning process of improving speaking skills. By integrating speaking skills, students are expected to communicate well with other people. The teaching technique refers to a plan of someone elses' learning, and it encompasses the techniques which the teacher might use to deliver their lesson, the exercises and activities designed for students, materials which will be supplied for students to work with and ways in which the result of the students' understanding will be tested. A teaching strategy means all of the activities and resources that a teacher plans in order to enable students to learn.

The application of an appropriate teaching strategy is very essential in determining the success of teaching and learning process. By integrating speaking through the use of picture series, the appropriate teaching strategy can influence students' involvement even the quality of teaching and learning process of mastering.

2.8 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research method in this study was classroom action research. Classroom action research knew and spoke in educational word. According Arikunto (2006:3-3) there are three words that describe definition of classroom action reserach that can be explained.

- a) Research is an activity to observe the object by using of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.
- b) Action is a movement activity deliberately with a specific purpose
- c) Class in this case is not bound by the terms of the classroom, but in more specific sense. The terms of class in this case are a group of students who are in the same time; receive the same lesson from the same teacher as well.

In addition, Arends and Kilcher (2010:370) action means what teachers do in classroom and research refres to method. It helps teachers learn and examine relationships between teaching practices and students learning.

The aims of action research is to feed practical judgment in concrete situation, and the validity of theories or hypothesis it is not generate depends so much on scientific test of truth as an their usefulness in helping people to act more intelligentlyand skillfully. According to Best (1981:22) the purpose of action research is to improve school practices, and at the same time, to improve the practices: to combine the research function with teacher growth in such qualities as objectivity, skill in research processes, habits of thinking, ability to work harmoniously, with

others, and professional spirit. In addition, the aims of action research is to feed judgement on concrete situation, and the validity of the theories of hypothesis it is not generate depends so much on scientific test of truth as on their usefulness in helping people to act more intelligently and skillfully. In recent years, action research has been applied to problem involving curriculum development, and in service education, particularly within the field of self-evaluation (Arikunto, 2006:57).

According to Carr and Kemmis in Burns (2010:5) “self –reflective enquiry” undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situation in which these practices are carried out.

The car process includes seven manageable steps. Instructors may complete small projects within a single semester, while projects more ambitious in scope might require planning ahead or collecting data over several semester. So, here are some steps to do an classroom action research that teacher or researcher must know and do before and after doing the reserach for classroom action research to make sure that the process of research is well based on the good steps like below.

Step 1: Identify a question

A good question has three major qualities

First : the question is significant to your classroom situation

second : the research finding will lead to action, such as keeping or changing a teaching strategy

Third : the question shoul lead to a project that is feasible in terms of time, effort, and resources.

Step 2: Review the literature

You need background information on your question, but a brief review of secondary sources is adequate for these purposes.

Step 3: Plan a research strategy

There is no single best strategy for data collection. Depending on your research question, you might gather data about individual students or an entire class.

Step 4: Data collection

This data could be quantitative (e.g: test scores, grades, survey results) or qualitative (e.g: dialogue from focus groups or class discussion)

Step 5: Analyze data

The goal of data analysis is to look for patterns.

Step 6: Take action based on results

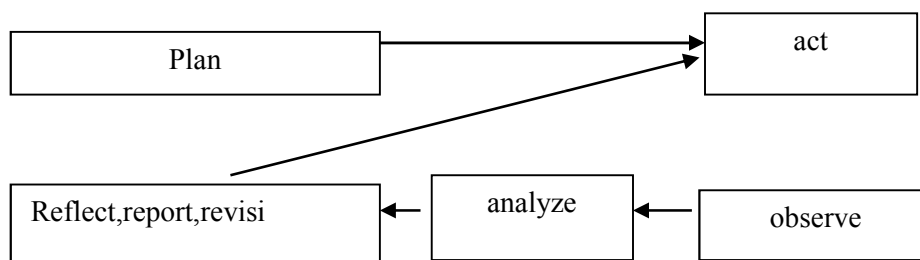
Your research findings should inform your teaching decisions

Step 7: share your findings

Teaching can be a solitary activity with successes and failures rarely acknowledged to others.

From the explanation above, the researcher concludes that classroom action research has a goal to improve the system process, competition and the situation in class through action. The classroom action research is done through cycle process which consists of four steps namely, planning, action, observation and reflection.

The Action Research Process (Source: Arends and Kilcher,2012:371)



3.2 The Subject of the Study

Population is needed in this research so this research can be running well. According to Arikunto (2006:130) population is the research subject and sample is a list of all elements in the population. In addition, Wallace (1998:258) states that population is a group of people that you want to find out about by doing your research. The research of this study is 11th grade of SMA Tri Sakti Lubuk Pakam namely all students of the 11th grade, the total of all the students are about 35 person.

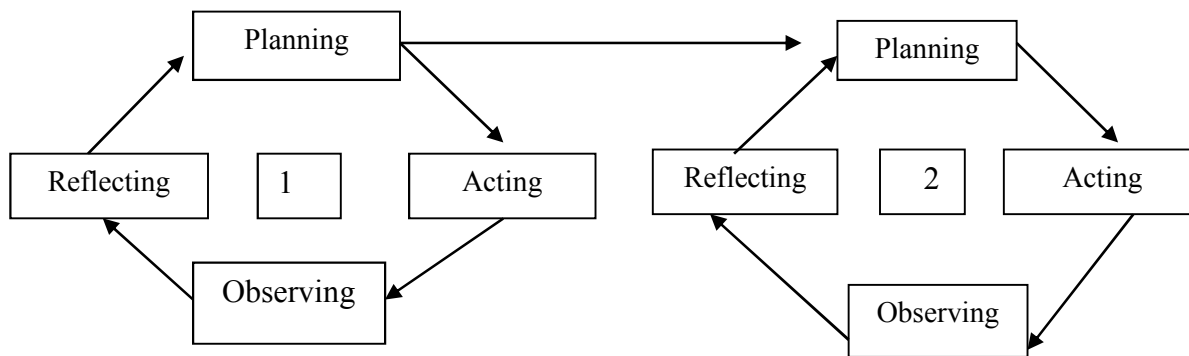
3.3 The Instrument of Collecting the Data

The instrument of collecting data of this study will be speaking test through retelling story. Research instrument as a device used by the research while collecting the data to make his work become easier and to get better result, complete and systematic in order to make the data are easy to process (Arikunto, 2006: 160). The test speaking test here, the writer would test the speaking ability of the students from their ability in retelling story by paying attention to their vocabulary, grammar, pronunciation, fluency and comprehension.

3.4 Procedure of collecting the Data

The procedure of this research will conducted by two cycles. Each cycles will be comprised into four steps, namely : planning, action, observation, and reflection. The first cycle will be done in the first meeting, the teacher will get the data and would be continue to cycle two for the next meeting to see the improvement of the students and passing grade of them too because it is possible to need more than one cycle. The connection between the first cycle and second cycle can be seen as follows:s

Figure 3.1 CAR Design by (Carr& Kemmi)



Here, let's discuss one by one about the procedure of collecting the data:

3.4.1 Cycle 1

1) Planning

Planning is the first step of the CAR. The goal of this planning is to build self confidence of the teacher and so that the teacher has preparation to do what she did in the pre-test until the post-test. Besides it, planning has a function to make the learning process of the method run well. Here are some activities that will be done in planning, they are:

1. Teacher arranged lesson plan about the speaking
2. Teacher prepared media that related to the material of speaking
3. Teacher prepared teaching material of speaking through the immersion program method.
4. Teacher prepared the instruments for collecting data.

2) Action

This phase of action means the process of activity that will be done. Action is the lesson plan will be discussed and implemented by the writer. In implementing the action, the writer as an English teacher acted as observed all the activities that happened in the teaching learning process. This phase could solve the students' problem. The activities of action such as:

1. Teacher started to teach the material that would learn.

2. Teacher explained the material by using the immersion program
3. Teacher gave speaking test.

3) Observation

The researcher observed CAR process of learning speaking through their material by using immersion program method. The important aspects in observation are sources data, the instrument used in collecting data, and the technique for data collection. The observation checked by some steps as follows:

1. The students' activities answer and the question
2. The students' responses during the teaching learning process
3. The students' speaking achievement.

4) Reflection

The aims of this phase are to reflect the data from the implementation of the action and to know whether the action is successful or not by appropriating the result of the observing phase with criteria of success. If the result of the first cycle is satisfied, pointed by reaching the criteria of success, so there would not be the next cycle. Meanwhile, if the result of the action would not reach the criteria of success, the next cycle needs to be conducted. It should be moved to the next cycle.

3.4.2 Cycle 2

The cycle two also has same steps like in the first cycle namely: plan, action, observation, and reflection. This cycle will be done if the teacher saw that there were many students still got low score, it appeared from the result of cycle one. The cycle two has function to improve the students ability in speaking skill by giving them one more test. But before giving the test teacher will give a treatment how was the students can improve their value. This is just the same with

the method in cycle one.

3.4 The Scoring System of the Test

ASPECTS	SCORE					
Pronunciation	0	1	2	3	4	5
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	14	33	50	66	83	100

From the table above, it will be used to measure the students weighting and it also easy to get result of scoring test. Some aspects are by students before and after using picture series in teaching learning process in speaking.

Table 3.3.

Proficiency Descriptions By (Huges, 2003:131)

Aspect	Score	Proficiency Description
Pronunciation	0	Pronunciation frequently unintelligible.
	1	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

	2	“foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	3	Marked “ foreign accent” and occasional mispronunciations which do not interfere with understanding.
	4	No conspicuous miss pronunciations, but would not be taken for a native speaker.
	5	Native pronunciation, with no trace of “foreign accent”.
Grammar	6	Grammar almost entirely inaccurate except in stock phrase.
	12	Constant errors showing control of very few major patterns and frequently preventing communication.
	18	Frequent errors showing some major patterns uncontrolled and causing irritation and misunderstanding.
	24	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

	30	Few errors with no patterns of failure
	36	No more than two errors during the interview
Vocabulary	2	Vocabulary inadequate for even the simplest conversation
	8	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
	12	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
	16	Professional vocabulary adequate to discuss special interest, general vocabulary permits discussions non-technical subject with some circumlocutions.
	20	Professional vocabulary broad and precise , general vocabulary adequate to cope with complex practical problems and varied social situations.
	24	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
Fluency	2	Speech is so halting and fragmentary that conversations is virtually impossible.

	4	Speech is very slow and uneven excellent for short or routine sentences.
	6	Speech is frequently hesitant and jerky, sentences maybe left uncompleted.
	8	Speech is occasionally hesitant, with some unevenness caused by rephrasing
	10	Speech is effortless and smooth, but Perceptively non-native speakers
	12	Speech an all professional topics as effortless and smooth as a native speakers
Comprehension	4	Understand too little fort the simplest type of conversations.
	8	Understand only show, simplest speech on common social and touristic, requires constant repetition and rephrasing.
	12	Speech an all professional topics as effortless and smooth as a native speakers
	15	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
	19	Understands everything in normal educated conversations except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.

	23	Understand everything in both formal and colloquial speech to be expected of an educational native speaker.
--	----	---

3.5 Technique of Analyzing Data

According to Miles (2015:21) analysing data is the effort that will be done by the teacher that has a role as a researcher to conclude accurately the data that will be collected in a form that will believe by other people and it's true. In this study, the writer will used the function of qualitative and quantitative which tje qualitative data will get from the process of test as long as the writer applied the media namely Picture Series in the classroom started from the first time teacher begin their research, how is the process until the respon and the result of the students. Meanwhile qauntitative data will get from the students' result score of speaking test.

Here are the steps of calculating the students' data:

1. In cycle 1 teacher calculated the students test
2. In cycle 1 and cycle 2 teacher would tabulate the students' score
3. Teacher would make the comparison between cycle 1and cycle 2
4. The teacher wouyld give the percentage of ecah them
5. Conclusion or result

Clearly, the writer show the forula to count thebtabulating of score:

$$\text{Formula: } M = \Sigma x / N$$

Where:

M= The mean score of the students

Σx = the sum of all score

N = the number of the students

Finally, the score percentage of each cycles would be calculated by using this formula:

Formula: $P = \frac{P}{T} \times 100$

Where:

P: the percentage of the students who got point up 75

R: the number of the students who got point up 75

T: the total number of the students who did the best.