

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH
RETELLING STORY BY USING PICTURE SERIES AT SMAN
7 BANDAR LAMPUNG**

(A Script)

**By
Devina Nizzu**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

ABSTRACT

IMPROVING STUDENTS SPEAKING SKILLS THROUGH RETELLING STORY BY USING PICTURE SERIES AT SMAN 7 BANDAR LAMPUNG

By

Devina Nizzu

Speaking is oral communication. It is an activity conducted by people to communicate and interact with other people in an appropriate and correct situation. One of the objectives of English teaching is to make the learners able to communicate in the target language. Unfortunately, Senior High School students were not able to master speaking skills. This is reasonable because speaking has some crucial elements: (1) Vocabulary (2) Grammar (3) Pronunciation (4) Fluency (5) Comprehension.

This research was aimed at finding out whether there was improvement on students' speaking skills through retelling stories by using picture series and to investigate whether there was improvement on students' speaking skills through retelling stories by using picture series in grammar, vocabulary, pronunciation, fluency, and comprehension. The population of this research was the second grade students of SMAN 7 Bandar Lampung consisting of 36 students as experimental class, which was selected by using lottery. Speaking test was used to collect data in this research.

The result showed that the students' mean score of pre-test was 59.16 and their score of post-test after the implementation of retelling story by using picture series was 67.86, in which the gain amounted 8.70. It means that there was improvement on students' speaking skills after being taught through retelling story by using picture series. Retelling story by using picture series could improve students' speaking skills in five aspects, pronunciation, grammar, vocabulary, fluency, and comprehension. The highest improvement was achieved in vocabulary was 2.56 points from 11.60 to 14.16. It was proven by the result of Paired Sample T-Test, which showed that the value of two tails significance is (0.00) smaller than alpha ($0.00 < 0.05$) and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that retelling stories by using picture series could be used to improve students' speaking skills.

Keywords: *speaking skills, retelling stories, picture series*

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A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree at EESP**

in

**English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

Research Title : **IMPROVING STUDENTS' SPEAKING SKILLS THROUGH RETELLING STORY BY USING PICTURE SERIES AT SMAN 7 BANDAR LAMPUNG**

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CURRICULUM VITAE

The writer's name is Devina Nizzu . She was born in Bandar Lampung, May 26nd, 1994. She is the four child of Ir. H. Zulkifli Salam (Alm) and Dra. Hj. Nizarwati.

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On July 27th to September 23rd 2015, she conducted KKN at Biha, Pesisir Selatan and Teaching Practice Program (PPL) at SMPN 2 Pesisir Selatan.

DEDICATION

Alhamdulillah, this script would humbly be dedicated to:

My beloved parents: Ir. H. Zulkifli Salam (Alm) and Dra.

Hj. Nizarwati

My brother and sister: Angga Mursandana Nizzu, S.T.,

Lensi Mutia Nizzu, S.E., and Muhammad Irfandani

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My sister in law: Dinamika, A.Md. Keb

My nephew: Al-Farizi

My best friends: Sondri Riyadi, A.Md., Iin Indriani, S.Pd., Indah Rizqia Putri Warganegara, S.Pd., Rizky Ayuningtyas, S.Pd., Maya Rosa Almira, S.Pd., Suci Hati Puji Lestari, S.Pd., Tiara Anggriani, Devinia Jeniar, Fadhillah Sukma Dewi, Renvillia Anggraini, AMd. Keb., Veni Oca Wulandari, S.E., Eshy Tri Wulandari, Maria Desti Rita, S.Pd., Rafika Amelia Pritami, Karina Oktaria and Felicia GWS

English Department 2012

My almamater, University of Lampung

MOTTO

Allah will not change the fate of people until they change it themselves

QS. Ar-Ra'du: 11

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Finally, the writer believes that her writing is still far from perfection. There are might be weakness in this research. Thus, comments, critiques, and suggestions are always opened for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want accomplish further research.

Bandar Lampung, Oktober 2016
The writer,

Devina Nizzu

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I. INTRODUCTION

This chapter encompasses the introduction of the research which covers background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

Naturally speaking is unit of communication skill between at least two people and it is a way to express someone's idea orally. In fact, in teaching learning process the teachers do not have the good technique for teaching speaking. Thus, there is no improvement in students' speaking ability. This is the chance for the teachers to overcome this problem by providing some creative activities in the classroom. However, today's world requires that goal of teaching speaking should improve students' communicative skill because only on that way students' can express themselves by their argument and opinion, and learn how to follow social and cultural rules appropriately in each communicative circumstance.

Commonly, learning English deals mainly with skills, they are: (1.) listening, (2.) speaking, (3.) reading, and (4.) writing. Among those skills, speaking skills are naturally difficult to be mastered by the students starting from elementary school. This is true because speaking skills include many complex aspects, such as (1.) fluency (smoothness of flow which sounds, syllables, words, and phrases are joined

together when speaking), (2.) pronunciation (the way for students to produce clearer language when they speak), (3.) grammar (the rule of study of language inflection), (4.) vocabulary (the words used in language), (5.) comprehension (the ability of understanding the speaker's intention and general meaning).

Based on Curriculum 2006, speaking is one of important language skills for students in learning language because speaking is one of the ability to carry out a conversation in language. Speaking is communication or conversations between two people are exchanging information or they have a communication or conversation needs Doff (1987: 45). As we know that speaking or oral ability is specific ability to give a speaker chance to express ideas and opinion with other. Speaking is also called productive skill. Everything which has been read and listened can be expressed through speaking. By speaking, people can explain what they had been read and listened so that everyone can understand.

According to Byrne (1984) speaking is oral communication. It is an activity conducted by people to communicate and interact with other people in an appropriate and correct situation. One of the objectives of English is to make the learners able to communicate in the target language. The students are expected to be able to express, communicate and give information.

Moreover, it is useless to master a number of vocabulary items and grammar if the students cannot use it when they are communicating and interacting with others. It implies how essential speaking in communication. During writer's experience in

Teacher Training Practice (PPL) in SMPN 2 Pesisir Selatan for two months, it seemed that the students could not express their ideas in English orally since they used English in learning process. There are some factors why that problem occurred. Firstly, students had difficulty in speak English words. Mostly, the students were not fluent in speaking since they usually had problem in grammar and pronunciation. Secondly, the students were lack of vocabulary knowledge thus they had difficulty in arranging a sentence in speaking. As a result the students felt use unable when to speak in English because they could not speak well.

Unfortunately, during the observer's observation in SMA N 7 Bandar Lampung, the observer has found that there were many students show up in the classroom without having developed a confident to speak in English. In fact, some Senior High School students found also some difficulties to speak in English. To be more concrete, Nugraha's research (2010) also found that some students were not able to communicate orally well because they were lack of Vocabulary, Grammar, Pronunciation, Fluency and Comprehension not sufficient while speaking in English, and also they needed more practice. Relating to the problems faced by the students above, teachers have to teach to speak English to overcome those problems.

Furthermore, Kayi (2006) believes that using pictures in retelling story is an activity based on several sequential pictures. Students are asked to tell the story taking place in the picture series by paying attention to the criteria provided by the teacher as a teller. Then, this assumption is taken into account to support this study that retelling story through picture series may be able to convince the students to speak.

In fact, there are many teaching techniques that can be used in speaking. One of them is retelling story through picture series. In short, there are two previous researches that had problems in their research which come from Mulya (2009) and Eliwarti (2013).

Evidently, research done by Mulya (2009) at SMP 5 Bandar Lampung found that the method revealed that retelling story through picture series can improve students' speaking skill. It has significant influences to students' speaking activities. Moreover, this research explains that retelling story through picture series built students' confidence. However, for the sake of retelling story, it is important for the teacher to help students develop their motivation to create activities or use pictures to develop students' motivation to get better result.

Retelling story technique has been known as one of teaching activities in English 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). In addition, stories can be considered language treasures as models of language for students at different levels and ages. Eliwarti (2013) The effectiveness of group retelling to develop the speaking ability of the second year students of SMP Babussalam Pekanbaru, retelling story is part of speaking activities. It means, in this research, retelling story can play an important role performance based on assessment of speaking. It helps them in learning about telling stories or events in details and in sequences. Students develop their favourite stories early in their lives and might hear the same short stories over and over again.

Therefore, this research tried to investigate the use of retelling story through picture series in improving students' speaking skill at the second grade students of senior high school. In addition, this research was expected that retelling story by using picture series could give better effects in improving students' ability in speaking. Furthermore, by using retelling story through picture series, students were expected to gain more information and explanation of many things on the story. Hopefully, this research could give some contribution for language teaching, especially in retelling story technique.

1.2 Research Questions

In line with the background stated previously, the research was formulated as follows:

- 1). Is there any improvement on students' speaking skills through retelling story by using picture series?
- 2). Which aspects of speaking skills improve the most after retelling story by using picture series implemented in teaching speaking in terms of macro skills?

1.3 Objectives of the Research

In reference to the formulation of the problem, the objectives of the research were:

- 1). To find out whether there is improvement on students' speaking skills through retelling story by using picture series.
- 2). To investigate which aspects of speaking skills improve the most after retelling story by using picture series implemented in teaching speaking.

1.4 Uses of the Research

The present research hopefully gives several significances for theoretical and practical benefits.

1). Theoretically

The result of this research is expected to support the existing theory on implementation the use of retelling story through picture series to improve students' speaking skills.

2). Practically

The research findings are expected to provide information to English teachers whether the students to improve their speaking skill, and also beneficially useful to students and the readers who are interested in teaching English especially retelling story.

1.5 Scope of the Research

This study was quantitative research which focused on find out on implementing retelling story through picture series to improve students' speaking skills. The subject of the research was the second grade students of SMAN 7 Bandar Lampung in the 2015/2016 academic year. The learners based on the curriculum have already studied: *Vocabulary, Grammar, Tenses, and Structure*. This research focused on narrative text (imaginative experiences). Particularly, narrative text was related to the syllabus of the second semester for second grade of Senior High School. The students were expected to be able to comprehend speaking in terms of macro skills, such as: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

1.6 Definition of Terms

There are in terms needed to be defined in order to avoid misunderstanding and ambiguity, they are :

1. Speaking is oral communication which happens between at least two people, speaker and listener, that is used to deliver or express their idea, message, information or opinion.
2. Retelling story is one of the arts or crafts of narration of stories in verse (metrical feet written, printed, or orally composed as one line) and prose (a form of language that has no formal metrical structure). The elements of language skills in retelling story, such as (1) setting, (2) characters, (3) problem, (4) happenings, and (5) solution.
3. Macro skills these skills refer speaking is an interactive process of constructing meaning that involves producing and receiving and processing information which linguistically includes: Vocabulary, Pronunciation, Grammar, Fluency, and Comprehension.
4. Picture is an images or likeness of an objects person, place, thing or idea on flat surface by means of drawing, painting, or photography.
5. Picture series is a series of pictures that explains about the events in a story.
6. Narrative text is a text which has social function to amuse, to entertain and to deal with actual or vicarious experience in different ways.

II. LITERATURE REVIEW

This chapter reviews theories that support this research. It consists of concept of speaking, aspects of speaking skills, teaching speaking, the use of picture series in teaching speaking, retelling story, retelling story using picture series in teaching speaking, procedure of data collecting technique, narrative text, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1 Concept of Speaking Skills

Speaking is very important ability in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through spoken language. Pollard (2008) says that one of the most difficult aspects for students to master is speaking. It is difficult when learners have to consider and think about their ideas, what to say, language, grammar, vocabulary, pronunciation in one time and how to react with a person who communicates with them.

According to Haris (1974) speaking is encoding process whereby, we communicate our ideas, thought, and feeling through, one or other form of language. So we can produce spoken message to someone. So, here speaking situation involves a speaker who puts a message with words or someone that has content and a listener. Meanwhile, Byrne (1984) states that speaking is oral communication. It is a two ways

process between speaker and listener and involve productive and reactive skill of understanding. Based on this idea it is understood that through speaking someone can communicate or express what she or he wants in order to understand one another.

In addition, Brown (2004) says that speaking is a productive skill that can be directly and empirically observed, those observations are in variably coloured by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Moreover, he divides speaking skill into two, namely: micro and macro skills of speaking. The micro skills refer to producing the smaller chunk so language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skill simply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication and strategic options.

In relation to this, Lado (1976: 240) stated that speaking as an ability to converse or to express a sequence of ideas fluently. Its means that in the process of speaking there must be at least two people, one is the speaker and one other as the listener. In communication or speaking process, the speaker must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he or she must comprehend in coming message and the organize appropriate response for production. Rivers (1978: 162) also says through speaking someone can express her or his idea, emotions and reactions to other or situation and influence other person.

Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone's ideas, the

speaker must also attend the aspect of speaking, in order that the message is understandable to the listener. Tarigan (1982: 18) refers to speaking as the ability to produce articulation, sounds or words to express, to say, to show, and to think about ideas, thought and feeling.

2.2 Aspects of Speaking Skills

There are five components of speaking skill recognized in analyses of speech process that are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and comprehension (an understanding of what both the tester and the test are talking about or the ability to respond to speech as well as to initiate it.

Brown (1997: 4) defined the five components of testing speaking skills as follows:

a. Grammar

Grammar is the rule of study of language inflection containing:

1. Morpheme is the smallest grammatical unit in a language. For example,

The girl whom you have seen is one of the best Vietnamese pianists *ist,*
ese: morpheme
2. Word is a single distinct meaningful element of speech or writing, for example *The girl whom you have seen is one of the best Vietnamese pianists*. This sentence consist of The (Article) Girl (Object) Whom (Object Pronoun) You (As Subject) Have (Verb) Seen (Verb 3 of see) Is (To Be) One (Noun) Of (Preposition) The (Article) Best (Supperlative) Vietnamese (Noun) Pianists (Pronoun)
3. The phrase is the sentence is me a group of words that stand together as a

single unit, typically as part of a clause or a sentence. For example *The girl whom you have seen is one of the best Vietnamese pianists* *one of the best Vietnamese best pianists: phrase*

4. clause, and sentence; a group of words which expresses a complete thought. For example *The girl whom you have seen is one of the best Vietnamese pianists* *whom you have seen: clause*
5. Patterns
 - a. the simple present tense
 - b. the simple past tense
 - c. present perfect tense
 - d. present continuous tense
 - e. present future tense
 - f. past continuous tense
 - g. future continuous tense of language (Lado, 1996: 221).

The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. The students are intended to speak English which is grammatically true. However, the students often make some mistakes in putting “to be” and putting “verb” in sentence. For example: *I are sit in my class*. The sentence should be *I am sitting in my class* because it is present continuous tense. They sometimes wrong to use to be and verb with adjective, not with verb. The other example is : *you was my friend*. The sentence should be “*you were my friend*”. The students sometimes wrongly choose to be in subject.

b. Vocabulary

Vocabulary refers to the words used in language. Phrases, clauses, and sentence are built up by vocabulary. In short, vocabulary is very important because without words we cannot speak at all (Wilkins, 1983: 111). Vocabulary is divided into two parts, close class and open class. The close category is one to which new items are very rarely added. It means that member are fixed and do not change. Close category/class consist of conjunction, pronoun, and preposition. Here are the examples of close class:

1). *I like dancing **and** singing* (The word “and” is conjunction)

2). *What is **your** favourite food?* (The word “your” is pronoun)

3). *My home is **beside** the market* (The word “beside” is preposition).

Besides that open class consist of noun, adjective, verb, and adverb. Words in the open category are usually further divided into simple and complex word. According to Harmer (2004: 153) the elements of English vocabulary are the morphemes that combine to make the majority of words in the English language. Here is the implementation of elements vocabulary in a text, such as:

a. Nouns

This part of speech refers to words that are used to name person, things, animals, places, ideas, or events. Noun is consisted of countable noun (e.g. book, pen, etc), uncountable noun (e.g. water, air, etc), common noun (e.g. car, tv series, etc), concrete noun (e.g. folder, sand, board, etc),

abstract (e.g. happiness, grudge, bravery, etc). Specifically, below the examples of nouns:

- Rita has a *book* in her bag.
- My mother gave me a glass of *water*.
- *Happiness* is easy to get if we always think positively.

The italicized word in the sentences above are the nouns in the sentence.

b. Verb

This is the most important part of speech. It is true because without verb, a sentence can not be a complete sentence. Verbs are consisted of regular verb (e.g. describe, show, etc) and irregularverb (e.g. drink, come, etc).

Particularly, the samples of verb are stated below:

- Tony *describes* how good he is at his English class today.
- My brother *drinks* a cup of coffee with his friends.
- I *love* my family.

The italicized word in the sentences above are the verbs in the sentence.

c. Adjective Verbs

This part of speech is used to describe a noun or pronoun. Adjectives can specify the quality, the size, and the number of nouns or pronouns. In particular, below are the examples of adjective in sentences:

- A *good* teacher can teach students patiently.
- I have a *big* rabbit called Jon.
- Rita just bought an *expensive* book from her friend.

The italicized word in the sentences above are the adjective verbs in the sentence.

d. Adverbs

In same case of adjectives, adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverb. The different types of adverbs are:

- Adverb of manner

This refers to how something happens or how an action is done, for example, Annie danced *gracefully*. The word “gracefully” tells how Annie danced.

- Adverb of time

This states “when” something happens or “when” it is done, for example: She came *yesterday*.

The italicized word tells when she “came”.

- Adverb of place

This kind of adverb tells something about “where” something happens or “where” something is done. In reference of the statement above. Here is the example of adverb of place:

Of course, I looked everywhere.

The adverb “everywhere” tells where I “looked”.

- Adverb of degree

This adverb states the intensity of the degree to which a specific thing happens or is done, for example: The child is *very* talented.

The italicized adverb answers the question, “to what degree is the child talented?”

c. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language. Harmer (2001: 28-33) provides more issues related to pronunciation. He suggests:

- a. Pitch (the quality that allows us to classify a sound as relatively high or low)
- b. Intonation (the rise and fall of the voice in speaking), individual sounds (single sound that is out from mouth)
- c. Sounds (vibrations that travel through the air or another medium and can be heard by people)
- d. Spelling (the writing of a word or words with the necessary letters and diacritics present in a comprehensible order, usually with some degree of standardization)
- e. Stress (the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence).

Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended. (Thornbury, 2005: 128-129).

Here is the example of pronunciation: (1) sound: we hear (**skiz-uh** m) as well as the older (**siz-uh** m) for schism, and (**kom-per-uh-buh l**) for comparable,

(2) stress is when a word or syllables is pronounced with greater force than other words in the same sentence for example: [ɡ ɑ d n] garden the first syllable is stressed: **g**arden and [m ɪ d] meadow the first syllable is stressed: **m**eadow, (3) intonation is variation of pitch when speaking, for example: a. tag questions (when we the speaker is sure that the answer will be “yes”); You /LIVE here, /DON’T you? (the speaker is sure and expects the answer “yes”), b. the last part of alternative questions (after “or”): Do you want /TEA or /COFfee ?.

It can be clearly noticed that speaking is process building and sharing meaning, in which thought and knowledge are used to express what people would deliver and communicate in different situations. In pretest, the students still confuse how to deliver their story based on the picture because they had low pronunciation so that their friends cannot understand what the student’s told, it made there is no communication in each other.

d. Fluency

Fluency refers to the one who express quickly and easily (Oster, 1985: 210). It means that when a person making a dialogue with another person, the other person can give respon well without difficulty. Fluency refers to the smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking. In the classroom, the students often speak English with pause, they often say “ums” or “a”. They not pluent speak English in classroom. Based on Thornbury (2005: 8) people can be said as fluent speakers if they fulfill the following features:

- a. Pauses maybe long but not frequent
- b. Pauses are usually filled
- c. Pauses occur at meaningful transition points
- d. There are long runs of syllables and word between pauses.
- e. Comprehension**

Comprehension denotes the ability of understanding the speaker's intention (understand what the speaker said) and general meaning (get the point what the speaker said) (Heaton, 1991: 35). It means that if person can answer or express well and correctly, it shows that he comprehends or understand well. For example: the students are given a question by teacher, such as "*What do you know about the frog prince story?*", they can answer question correctly, such as "*The frog who becomes a prince, Miss*". It means that they comprehend what teacher said. They are correct to speak and the audience can understand what they said.

2.3 Teaching Speaking Skills

Speaking should improve students' communicative skill to express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. According to Richard (2008), the emergence of communicative language teaching leads to the change views of syllabuses and methodology, which continue to shape approaches to teaching speaking skill today. In line with this, Kayi (2006) states that teaching speaking has been undervalued and English language teachers have continued teaching speaking just as a repetition of drills or

memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Hughes (1998, cited from Solcova, 2001) says that teaching speaking skills is concerned as a need to distinguish between teaching the spoken form of a language and teaching a language through speaking.

She also stresses the fact that unfortunately, when it is compared to writing, the spoken form is under researched and it might be one of the reasons why teachers feel more confident when using written forms and genres in their lesson (Hughes, 1998, cited from Solcova, 2001). Teaching speaking means teaching how to use the language for communication. For transferring idea, thought or even feeling to other people. So, it is clear that language is very important. We cannot only teach what will be spoken but also situation that will deal with the teacher teaching speaking by carrying out the students in a certain situation concerning the topic discussed. For example, the topic is about "Drugs" hence the teacher carries out to involve the students' activities in this situation. The topic must be:

- a. Familiar (well known from long or close association) to the students so that
- b. The ideas (a thought or suggestion as to a possible course of action)
- c. Organization (an entity comprising multiple people, such as an institution or an association, that has a collective goal and is linked to an external environment) are clear and the learners have an oral commands.

- d. Oral commands of the language (the primary goal in small classes, while grammar and the written aspects are not neglected) need to describe the topic.

2.4 Using Picture Series in Teaching Speaking

There are several methods in teaching speaking. Teacher is the most important actor here, especially in English subject. He or she must have the ability to make an interesting class. Using picture is one of the ways to explain a real situation. It is one of media that can make the students enjoy the lesson. It is very simple visual aids can be picked up from the newspaper, magazine, internet, book, etc. Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize (Wright, 1989).

Harmer (2001:134) states that to facilitate learning, teacher can use pictures or graphics. In line with Harmer, Newby et al. (2006) say that teacher can use pictures to illustrate specifics lessons topic, especially in explaining learning process. There are some benefits of using picture (Gerlach and Elly, 1980: 277). It defines as follows:

- 1) Pictures are inexpensive and widely available. The teacher can find pictures easily, for example in the books, magazine, and newspaper, etc.
- 2) Pictures provide common experiences for an entire group of students. It means by using pictures, teacher can involve all of students in his or her class.
- 3) Pictures can help to prevent misunderstanding. It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it

prevents misunderstanding between students' perception and teachers' perception.

- 4) Picture help the students to focus on the subject and make students active.

Based on explanation above, it can be concluded that teaching speaking using picture has some benefits in learning process. It implies that teacher can use picture as media to create students' motivation and also make them active in the class (Gerlach and Elly, 1980:277). Thus, it makes an interactive classroom in teaching and learning speaking using picture series. For example, the teacher shows some pictures, he or she tells story then asks the students to select the right picture based on what the story told by teacher.

2.5 Retelling Story

Retelling Story is an oral activity where language and gestures are used in a colorful way to create scenes in a sequence. In addition, retelling is grounded in an understanding of the crucial role that oral language plays in both the formation and sharing of meaning.

Furthermore, according to Miller and Pennycuff (2008), retelling story in the classroom is one way to improve oral language. In line with this, Pellowski (cited from Eliwarti, 2013) states that retelling the story is one of the arts or crafts of narration of stories in verse/and prose. He also states that retelling story is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students (Pellowski, in Eliwarti, 2013). It means that, retelling story is a

component of authentic assessment that can be introduced when the students demonstrate proficiency in identifying key story element. Hence, retelling story can play an important based assessment of speaking role performance.

In addition to Owocki (1999, cited from Gibson et al, 2013), retelling helps students rethink their way through a text. However, retelling story consist of more than just retelling stories. It may include not only creating a story but also the use of pictures, acting, singing, story writing and so forth (Champion, 2003). Students develop their favorite's stories early in their lives and want to hear the same short stories over and over again. According to Kayi (2006), student can briefly summarize a tale or story they heard from somebody before hand, or they may create their own stories to tell their classmates. Clearly retelling story fosters creative thinking.

More specifically, retelling story also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. 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 (Kayi, 2006).

It reveals now that retelling story can be seen in encouraging learners in using the language for a range of different purposes and functions as they tell based on different topics and themes (Heninger, 2005). As Haven (2000: 75) says that factual and conceptual information to be learn faster and better, and will be remembered

longer, recalled more readily, applied more accurately when that information is delivered as a well-told story. He identifies that retelling story can be more powerful, motivating and effective in teaching and learning process (Haven, 2000).

There are some elements of retelling story, such as:

Here is the full text that implemented in elements of retelling story:

The Smartest Animal

Once upon a time, there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him".

The next day, the tiger asked to the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes" said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home to get his intelligence. He took his plough and hit the tiger. Then he said "Now you know about my intelligence even you haven't seen it.

1. Setting denotes the time and the place.

Setting is the place or type of surroundings where something is positioned or where an event takes place. For example:

1. *The time based on the story above is every morning.*
2. *The places of the story above are field and farmer's house.*

2. Characters concerned with the people or animals who act out the story.

Character is the mental and moral qualities distinctive to an individual. For example; *The characters of "The Smartest Animal" story are the farmer, buffalo, and tiger.*

3. Problem refers to the struggle the character is having.

Problem is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome. For example;

One day, the tiger saw the big animal (buffalo) listening what the small animal said. Then, tiger wanted to know more about the big animal and the small animal.

4. Happenings deal with beginning, middle, and end. For example:

1. *Once upon a time, there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo. One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal (Beginning)*

2. *After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him". (Middle)*

3. *The next day, the tiger asked to the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes" said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home to get his intelligence. He took his plough and hit the tiger. Then he*

said “Now you know about my intelligence even you haven’t seen it. (Ending)

4. Solution: how the story was tied up.

Solution is a means of solving a problem or dealing with a difficult situation.

For example:

When the tiger wanted to know more how the big animal listening the small animal is. The tiger asked the farmer whether he could see the farmer’s intelligence, the farmer answer that the intelligence is at home. The tiger asked to get it. Because of the farmer was afraid if the tiger would kill his buffalo, the farmer tied the tiger in the tree. But, the farmer did not go home to get his intelligence. He took his plough and hit the tiger.

In this case, based on those reasons, retelling story can be an important role in performance-based assessment of speaking. It prepares students for real life task such as selecting, organizing and conveying information. Retelling story is not an easy way to create an interactive class. The students will find some difficulties in giving information if they have no more vocabularies in conveying an idea or topic. In fact, retelling story in English is really difficult for students. They might have limited vocabulary items and they might have minim ability in pronunciation. Hence, picture series can be one of media that build students motivation, because it consists of some interesting pictures and the students can explore their ideas based on the picture series.

2.6 Retelling Story Using Picture Series in Teaching Speaking

It's a matter of fact, retelling story technique has been known as one of the teaching activities in second or foreign language. Eliwarti (2013) believes that retelling story is a part of speaking activities in class it encourages students to retell a story, to speak up. Story telling is defined as a related tale to one or more listeners through voice and gesture (National Council of Teachers of English 1992: 1, cited from Miller and Pennycuff 2008). In addition, retelling story relies so much on words: it offers a major and constant source of language experience for the students (Wright, 1995, cited from Jianing, 2007). Furthermore, it helps them learn to tell stories or events in details and in sequences.

In addition, stories themselves can be considered as language treasures to be used as models of language for students at different levels and ages. In line with this, Isabel et al (2004: 158) states that stories draw learners' attention and thus can convey certain messages more easily to them.

More specifically, Murdoch (2002, cited from Pardede 2011) defines that stories could be very beneficial materials in English language teaching by involving students in learning activities such as, discussion, writing and acting out dialogues. Retelling story is subject to the way a person uses oral (including body language if visual and written language, or pictures (Drumm, 2013). In line with this, that pictures are very important to help students retell experience or understand something since they can represent place, objects, people, etc (Wright, 1989: 29).

In relation to this, the use of picture and story in the teaching and learning process can be used as a technique for teaching speaking. Kayi (2006) believes that using pictures in retelling story is an activity based on several sequential pictures. Students are asked to tell the story taking place in the picture series by paying attention to the criteria provided by the teacher as a teller.

Oral reading, dramatization, improvisation, role playing, reenactment, and discussion are some effective learning activities which are used to enhance speaking ability based on a short story in EFL classes (Pardede, 2011). As a learning tool, telling a story can encourage students to explore their unique expressiveness and can heighten a students' ability to communicate their thoughts and feelings in an articulate, lucid manner. Isbell (2002) believes that in personal setting of the story telling environment, the storyteller's language and the story together establish a rapport that encourages students to connect the story using their own language.

Retelling can bridge across and interpret events. According to Hubbard (2005, in Grugeon et al, 2005: 70), retelling story using picture series can give the connection between the pictures and story. Story is the informal account of live experience, whereas narrative is a structured interpretation of story, which includes researcher additions and omissions.

Hence, narrative text can improve students' vocabulary in speaking activities and it can give more practical activities in speaking. In addition, retelling story practice can give experience an insight as stimulate in practicing their productive skill.

2.7 Procedure of Teaching Speaking Through Picture Series

Procedure of using picture series in the class is divided into three terms. They are pre-activity, while-activity, and post-activity. Here are the procedures of teaching speaking through picture series.

Pre-activities

- a. Teacher greets the students.
- b. Teacher gives the questions or brainstorming to the students related to the topic they are going to learn.
- c. Teacher gives a chance for students to share their ideas.

While-activities

- a. Teacher informs the student what they should do.
- b. Teacher asks students to listen the story that is being told by the teacher.
- c. Teacher tells the story to the students by using picture.
- d. Teacher asks some question related to the activities that they should do after listening to the story.
- e. Teacher retells the story once again so that the students will be able to retell
- f. Teacher asks the students to retell the story that has been talk by the teacher.
- g. Teacher asks some students to come in front of to retell the story that the students have listened from their friend.

Post Activities

- a. Teacher gives comment and explains necessary things such as correction and how to do a monologue.

- b. Teacher gives a chance to students to ask question about the material.
- c. Teacher asks students about the lesson and the problem during the lesson.
- d. Teacher closes the class by greeting

2.7.1 The applicability of Learning Procedures

To be clear, here is the practical of the learning procedures with lesson material of narrative text.

Pre-activities

- a. *T* : Assalamualaikum, Good morning class, how are you today?
S : Walaikumsalam. Good morning, Miss. I am fine, thank you, how are you, Miss?
T : I am fine too, thank you.
- b. *T* : Have you heard the frog prince story, students?
S : Yes, I have, Miss.
- c. *T* : What do you know about the frog prince story?
S : The frog who becomes a prince, Miss.
T : That is very good.

While-activities

- a. *T* : Students, when I tell you about the frog prince story, you have to be pay attention and listen carefully, because there will be some question related to what I told. Did you understood, students?
S : Yes, I did, Miss.
T : That is alright.
- b. *T* : Students, please listen the story carefully!
S : Alright, Miss.
- c. *T* : (showing the first picture) Once upon a time, there lived a beautiful princess who had a golden ball. One day, the ball fell into a pond. She was very upset and did not know what to do.
 (showing the second picture) while she sat there crying helplessly, a frog hopped out of the pond and asked, "Why are you crying, little princess?" She told him about her golden ball. The ugly frog said, "I

can help you get your ball but what will you give me in return?" "I will give you anything you want!" promised the princess.

(showing the third picture) The frog dived into the water and fetched the ball for her. The princess was very happy. The frog reminded her, "Remember that you promised me anything. Well, I want to be your friend, eat from your plate, and sleep in your palace!" The princess hated the idea but she agreed and ran back to the palace.

(showing the fourth paragraph) He ate from her plate and asked the princess to take him to her bed at night. The princess picked him up angrily.

(showing the fifth paragraph) In a flash, the frog turned into a handsome prince! The princess fell in love with the prince. They were married and lived happily ever after.

d. T : *Students, now please write down the difficult vocabularies based on the story I told!*

S : *That is alright, Miss.*

e. T : *Have you finished, students?*

S : *Yes, I have, Miss What we should do after this, Miss?*

T : *Alright. Indri, what do you know about this story! (showing the first picture)*

S : *Thank you, Miss. Based on that picture, there lived a beautiful princess who had a golden ball. The ball fell into a pond. She was very upset and did not know what to do because the ball fell into a pond.*

T : *That is good, Indri. Indah, can you tell about this picture! (showing the second picture)*

S : *Thank you, Miss. That picture tells when the princess sat there crying helplessly, a frog hopped out of the pond and asked why she was crying. She told him about her golden ball. The ugly frog said to the princess that he will help to get the ball, then the frog asked princess what she will give to the frog if he can get the ball. Then, the princess will give anything the frog want.*

T : *That is good, Indah. Now, Maya please tell about this picture! (showing the third picture)*

S : *Thank you, Miss. That picture about the frog dived into the water and fetched the ball for the princess. The princess was very happy. The frog reminded her about princess' promised. Then the frog told what he wanted. He want to be princess friend, eat from princess plate, and sleep in princess palace. The princess hated the idea but she agreed and ran back to the palace.*

T : *That is very good, Indah. Now, Riris please tell about this picture! (showing fourth picture)*

- S : Thank you, Miss. That picture tells the frog ate from princess place and asked the princess to take him to her bed at night. The princess picked him up angrily.
- T : That is good, Riris. For the last picture, Sella please tell about this picture! (showing the firth picture)
- S : Thank you, Miss. That picture tells about the frog turned into a handsome prince. The princess fell in love with the prince. They were married and lived happily ever after.
- T : That is good, Sella.
- f. T : Students, I will retell the story so that you can retell the story in a good way.
- S : That is alright, Miss.
- T : (showing the first picture) Once upon a time, there lived a beautiful princess who had a golden ball. One day, the ball fell into a pond. She was very upset and did not know what to do.
(showing the second picture) while she sat there crying helplessly, a frog hopped out of the pond and asked, "Why are you crying, little princess?" She told him about her golden ball. The ugly frog said, "I can help you get your ball but what will you give me in return?" "I will give you anything you want!" promised the princess.
(showing the third picture) The frog dived into the water and fetched the ball for her. The princess was very happy. The frog reminded her, "Remember that you promised me anything. Well, I want to be your friend, eat from your plate, and sleep in your palace!" The princess hated the idea but she agreed and ran back to the palace.
(showing the fourth paragraph) He ate from her plate and asked the princess to take him to her bed at night. The princess picked him up angrily.
(showing the fifth paragraph) In a flash, the frog turned into a handsome prince! The princess fell in love with the prince. They were married and lived happily ever after.
Did you understand how to retell the story in a good way, students?
- S : Yes, I did, Miss.
- T : That is good.
- g. T : Now, it is time for you to performance in front of the class to retell the story based on the pictures.
- S : (retell the story)
- h. T : Students, you had already heard what your friends told, now I will call one of you to retell what you have listened from your friend's story. Putri, please retell the story you heard based on your friends told!
- S : All right, Miss. (retell the story)

T : That is good.

Post Activities

a. T : Students, when you retell a story, you have to pay attention five complex points, such as grammar, pronunciation, vocabulary, fluency, and comprehension. Did you understand, students?

S : Yes, I did, Miss.

T : That is good. So, you have to study hard how to retell story well.

S : Yes, Miss. I will study how to retell the story well.

T : Yes, that is good, students.

b. T : Students, now I give you chance to ask about the material what we have learned today.

S : All right, Miss. I want ask about fluency. When we retell the story, we do not know how to retell the story in a good fluency. So, how to make a good fluency in retelling story, Miss?

T : All right, that is a good question, Meita. In retelling story, fluency is a part important thing to make people enjoy in hearing the story. To make a good fluency, we have to understand the meaning of the sentence, after that we can know when we have to stop, to speak louder, or speak slowly. Now, have you understood, students?

S : Yes, I have, Miss.

T : That is very good, students.

c. T : All right, during the learning process, did have you problem, students?

S : No, I did not, Miss.

d. T : All right, this is the end of our lesson today. Thank you for your attention today and don't forget to study at home. Assalamualikum. wr. wb.

S : Walaikumsalam.wr. wb.

2.8 Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kind, which in

turn finds a resolution (Gerrot and Wignel, 1998:192). Based on Competency Based Curriculum 2006, the aim of narrative is to entertain and to amuse the listeners and readers with the real experience or fancy.

According to Nunan (1991), a narrative tells a story, a series of connected incident, or an action. Every genre has its own structure that depends on the function of the text. It is because, language exists to fulfil certain functions and that these functions will determine the structure of the text and the language content.

One way to understand narrative text is by identifying the generic structure of that text. The simple generic structure that is taught in Senior High Scholl is divided into the following three elements, namely orientation, complication, and the last even resolution (cited in Competency Based Curriculum, 2006). *Orientation*, in the introduction or orientation the writer or narrator explains where the story happened. In this level, the writer usually produces the atmosphere that can make the readers persuaded to follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the introduction of the text, readers will understand first the contents of the text before they read it.

The second, *Complication*, in this part, the crisis arises. It is the climax of the narrative. In the middle of story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to rich his or her wants. In this part, the narrator brings up the issues occurred in the story. *The third*, Complications are the description of real life and

they tell the readers that every issue or problem can be solved. The last is *Resolution* or the last event. After spilling many issues in the climax of the narrative, the narrator than narrates to the readers the resolution o the issues or the problems.

Furthermore, grammar is one of language competences which has an important role in communication. This is very reasonable since studying grammar means also studying something which tells about something in the past. Consequently, the correct tense to use is past tense. Simple past tense is the form of time that is used to explain the event at a certain time in the past simply, and the time has known.

Based on Competency Based Curriculum 2006, there are also typical common linguistic features to narrative. Those features are:

- a. They are sequenced in time and are often signaled by conjunctions or connections. Like: once upon time, one day, then and others.
- b. They usually use “action” verbs that describe what people do. It is usually past form, like studied, stayed, went and others.
- c. They often contain of dialogues and saying verbs that explain how people spoke, said, and replied and others.
- d. They used adjective that make a noun phrase. Like long black hair, two red eyes and others.
- e. They used adverbs and adverbial phrases that refer to setting of action like here, in the mountain, happily ever after and others.
- f. They use nouns like stepsister, house work and others.

To be clear, here is the example of Narrative text:

ALI BABA AND FORTY THIEVES

(Orientation): Once upon a time there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying “Open Sesame” to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.

(Complication): Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba’s house.

After finding Ali Baba’s house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together.

(Resolution): After lunch they took a rest. Luckily, the house maid went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison.

(Re-orientation): Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.

(<http://www.bartleby.com/16/905.html>)

2.9 Advantages and Disadvantages

Using picture series in teaching speaking has advantages and disadvantages. The following are the advantages and disadvantages of using picture series in teaching speaking.

1. Advantages of Using Picture Series

- a. Picture series can help students understand something happens in sequence since picture can represent place, object, people, etc.
- b. Picture series can guide students on vocabulary, and organisation.
- c. Picture series can visualize information brought by the teacher,

Information that is brought by teacher can be easily understood by students if it is also shown in picture so what the students listen is also seen. The students memory about the information will be stronger.

2. Disadvantages of Using Picture Series

1. Pictures series is not suitable to demonstrate meaning of all vocabularies specifically abstract noun for instance the word.

2.10 Theoretical Assumption

Media is necessary in teaching learning process, especially in teaching speaking to help the teacher to reach the aim of teaching learning process. The use of picture series in this research is as the media to improve and optimize the teaching and learning process. The researcher assumes that picture series can help the students in expressing ideas, feeling, and thought in oral communication. Moreover, the series of picture is assumed by the researcher can bring the students able to express the ideas in sequence. It means that picture series can help the students to communicate effectively because the message which is delivered in each picture is clearly enough to be understood and it shows concrete visual description of ideas.

2.11 Hypothesis

The hypothesis formulated in this research is “There is improvement on students’ speaking skill after being taught through retelling story by using picture series in grammar, pronunciation, vocabulary, fluency and comprehension”.

III. METHODS OF THE RESEARCH

This chapter will discuss about research design, population and sample, research instrument, validity and reliability, scoring rubric, data analysis, and hypothesis testing.

3.1 Research Design

This research deals with improving students' speaking skill by using picture series in communicating English language since it is often consider as one of difficult skills to be mastered by the students. In conducting the research, the writer applied quantitative research design as the research methodology. Quantitative method is a method that is dealing with statistical analysis of the data in the form of scores and numbers (Creswell, 2012:19). This research mainly deals with score since to find out whether there is improvement on the students' speaking skill or not, the observer compared the result of the test. *One Group Pretest posttest design* used in this research since this research tends to find out the improvement in speaking ability of the students by comparing the results between pretest and posttest. The research design could be presented as follows:

T1 X T2

Where:

T1 : Pre-test (given before the observer teaches through retelling story by using picture series and in order to measure the students' competence before they were given the treatment).

X : Treatment (given in three times through retelling story by using picture series to improve students' speaking skills.

T2 : Post-test (given after implementing retelling story by using picture series and to measure how far the students' improvement after they get the treatment

(Hatch and Farhady, 1982:20 in Setiyadi, 2006: 44)

Note:

T1 : T1 here means pretest which is given before giving treatment to the students

X : Teaching speaking skill by using picture series

T2 : T2 means posttest which the is given after giving treatment to the students

3.2 Population and Sample

The population of this research was the second grade students of SMAN 7 Bandar Lampung in the second semester. There were eight classes of the second year students in the 2015/2016 academic year. Each class consisted of 34-36 students. Then, the observer used lottery to decide the sample for this research. Science class 2 was chosen as the sample of the research.

3.3 Research Instrument

For the instrument, this study used speaking test. Speaking test used as a research instrument consist of (1) Instruction (2) Materials to be retold (3) Relevant Picture Series, and (4) Narrative form of text. At the beginning, the students were given the

pretest to measure their initial ability in speaking. Then, the observer used picture series to tell the story, then the students got the post test on retelling story. In scoring the students' performance, the observer used scoring rubric. Then, the data of this research are in form of score speaking task, the observer gave the score start from 1 up to 20 in each aspects of speaking skills.

3.4 Validity and Reliability of the Instrument

In fulfilling the criteria of a good test, validity and reliability of the test should be considered. They are as follow:

3.4.1 Validity of the Instrument

The test could be said valid if the test measures the objective to be measured and suitable with the criteria, to measure whether the test in this research has a good quality or not. There are several types of validity but in this research the observer only use two type of validity, they are construct validity and content validity.

1. Content Validity

Content validity means that the test is good reflection of what has been taught and of the knowledge that the observer wants her students to know, Here, the observer correlated the test with syllabus and curriculum for Senior High School. If the table represents the material that the observer wants to test, it can be said that it has content validity Shohamy (1985: 74).

2. Construct Validity

Construct validity is concern with whether the test is actually in line with the theory of what it means to know the language Shohamy (1985: 74) that is

being measured, it will examine whether the test questions actually reflect what it means to know a language. It means that the test can be measure certain aspect based on the indicator. The observer examined it by referring the aspect that would be measured with the theories of those aspects (Pronunciation, Vocabulary, and Grammar).

3.4.2 Reliability of the Instrument

In this research, in order to find reliability of the data, inter-ratter reliability is use. It means there would be two ratters to judge students' speaking performance. The first ratter is the observer herself and the second ratter is the English teacher of the sample. Both of them discussed the speaking criteria in order to obtain reliable result of the test. Inter-rater reliability of the tests was examined by using statistical measurement using the following formula:

$$R = \frac{1 - 6 (\sum d^2)}{N \cdot (n - 1)}$$

Notes:

R : Reliability of the test

N : Number of students

d1 : The difference between R1 and R2

d2 : The Square of d1

1 – 6 : Constant number

(Shohamy, 1985: 213)

The standard of reliability

- A. a very low reliability ranges from 0.00 to 0.19
- B. a low reliability ranges from 0.20 to 0.39
- C. an average reliability ranges from 0.40 to 0.59
- D. a high reliability ranges from 0.60 to 0.79
- E. a very high reliability ranges from 0.80 to 0.100

(Slameto, 1998 in Susan, 2001)

In ensuring the reliability of the scorer, the writer will use inter-rater reliability that will be by taking the scorer from two scores.

3.5 Rubric of Scoring System

In evaluating the students' speaking scores, the observer used speaking task by Harris (1975: 84). Based on the speaking task, there are five components, namely: pronunciation, fluency, grammar, vocabulary and comprehension.

3.1. Table of Scoring Data from Aspects of Speaking Test

Aspects of speaking	Rating scales	Description
Pronunciation	5	Speech is fluent and effortless as that native speaker.
	4	Always intelligible though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and Occasionally lead to understanding.
	2	Very hard to understand because of pronunciation problem most Frequently be asked to repeat.
	1	Pronunciation problem so severe as to make speech unintelligible.
	5	Use of vocabulary and idiom virtually that is of native speaker.
	4	Sometimes use inappropriate terms and must rephrase ideas, because of inadequate vocabulary.

Vocabulary	3	Frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech is fluent and effortless as that of native speaker.
	4	Speed of speech seems rather strongly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant often forced into silence by language problems.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition.
	1	Can not be said to understand even simple conversation in English.
Grammar	5	Grammar almost entirely in accurate phrases.
	4	Constant errors control of very few major patterns and frequently preventing communication.
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	2	Few errors, with no patterns of failure.
	1	No more than two errors during the dialogue.

The score of speaking skill based on the five elements can compare in percentage as follows:

- a. Pronunciation.....20%
- b. Grammar.....20%

c.	Vocabulary.....	20%
d.	Fluency.....	20%
e.	Comprehension.....	20%
		_____ +
	Total percentage.....	100%

3.2. Table of Rating Sheet Score

S' Code	Pron. (1-20)	Gram. (1-20)	Voc. (1-20)	Fluency. (1-20)	Comprehens ion. (1-20)	Total (1-100)
1						
2						
3						
4						
5						

The standard of reliability

- | | |
|---------------------------|--------------------------|
| A. a very low reliability | ranges from 0.00 to 0.19 |
| B. a low reliability | ranges from 0.20 to 0.39 |
| C. an average reliability | ranges from 0.40 to 0.59 |

- D. a high reliability ranges from 0.60 to 0.79
- E. a very high reliability ranges from 0.80 to 0.100

(Slameto, 1998 in Susan, 2001)

3.6 Data Analysis

The data analyzed by using quantitative analysis. In other words, the data analysis conducted to interpret data from the pre-test and post-test: the pre-test purpose to measure the initial score of speaking ability, and the post-test purpose to measure the improvement of students' speaking ability. The formative test administered to measures the improvement of their speaking skills from the pre-test and the post-test. There were some criteria to assessed students speaking task. According to Haris (testing English as a second language, 1969, cited from Rizqon, 2011), the scoring criteria of speaking are pronunciation, grammar, vocabulary, fluency, and comprehension. Meanwhile, the tests were assessed by two teachers. Second, the score calculated by applying the statistical analysis of t-test to examine the differences of post-test and post-test from both control and experimental groups. In addition, the significance of the test is analyzed by using computer programmed of Statistical Product and Service Solution (SPSS) 16.

3.7 Hypothesis

Hypothesis of this research was:

$$H_1 = T_{\text{value}} > T_{\text{table}}$$

$$H_0 = T_{\text{value}} < T_{\text{table}}$$

H₁: There is significant improvement on students' speaking skills after being taught through retelling story by using picture series

H₀: There is no significant improvement on students' speaking skill after being taught through retelling story by using picture series.

3.8 Schedule of the Research

Below was the schedule of the research consisting of some activities illustrated as follow:

Table 3.3. Schedule of Observer's Activities

No.	Date	Activity
1.	April 23 th , 2016	Giving pre-test to the experimental class
2.	April 28 th , 2016	Giving the first treatment by using lesson plan 1
3.	April 31 st , 2016	Giving the second treatment by using lesson plan 2
4.	May 12 th , 2016	Giving the third treatment by using lesson plan 3
5.	May 14 th , 2016	Giving post-test to the experimental class

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This research was concerned with the implementation of retelling stories by using picture series in teaching speaking to second graders. In relation to the research findings and discussion, it could be concluded as follows:

1. There is improvement on students' speaking skills taught through retelling story by using picture series. It can be seen from the mean score of pretest and posttest. Mean score of posttest is higher than mean score of pretest. It happens because retelling story through picture series helped the students to built their ability in speaking, they can speak what they know based on the picture series.
2. The results of this research reveals that all the aspects of speaking skills that improved the most ranging from the highest to the lowest aspects are:
 - 2.1. Vocabulary improved the most because the students could use the right close class such as; conjunction, pronoun, and preposition, and open class such as noun, verb, adjective, and adverb in the sentence.
 - 2.2. Grammar improved because the students could use the unit and pattern of language in oral form.
 - 2.3 Fluency improved because the students could express the words quickly and easily so the other speaker can give respond well without difficulty without using pause.

2.4. Pronunciation improved because the students could use the right pitch, intonation, individual sounds, sounds and spelling, and stress.

2.5. Comprehension improved because the students could understand the teacher's intention and general meaning, it means that the students could understand well what the teacher retell about the story.

5.2. Suggestions

In reference to the conclusion above, the researcher recommends some suggestions as follow:

1. Since the students have the lowest score in comprehension, it is necessary for the teacher to improve students' understanding of comprehension by doing some activities: for example, the teacher distributes 5 picture series of Cinderella story to all of the students, then the teacher tells the Cinderella story based on the third picture (but the students do not know which picture that the teacher will tell). The teacher asks the teacher to show which one the right picture based on the story what the teacher told.
2. Teacher who intends to teach speaking skills by using retelling story through picture series, should be aware of the materials: for example, by choosing a good material such as the simple picture in which there are no many objects in one picture, it is make the students not difficult in explaining the story based on pictures series.

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