THE INFLUENCE OF RETELLING STORY TECHNIQUE IN IMPROVING STUDENTS' SPEAKING SKILL BY USING PICTURE SERIES AT THE FIRST GRADE STUDENTS OF SMAN 3 BANDAR LAMPUNG

(A Script)

By

Siti Farhana

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OFLANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

**THE INFLUENCE OF RETELLING STORY TECHNIQUE IN
IMPROVING STUDENTS' SPEAKING SKILL BY USING PICTURE
SERIES AT THE FIRST GRADE STUDENTS OF SMAN 3 BANDAR
LAMPUNG**

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This research was aimed at finding out the significant improvement of students'
speaking skill and finding out the aspect of speaking that improved the most after
the implementation of retelling story technique by using picture series at the first
grade of SMAN 3 Bandar Lampung. This research was basically a quantitative
research which used a one group pretest-posttest design.

The subjects were 30 students of class X MIA 2 at SMAN 3 Bandar Lampung in
2017/2018 academic year. There were two raters to assess students' speaking
performances and the speaking test was used as the instrument. The students'
speaking improvements were measured in terms of pronunciation, grammar,
vocabulary, fluency, and comprehension. The data were analyzed by using
repeated measure t-test in which the significance was determined by $p<0.05$ and
hypothesis testing was computed using Statistical Package for Social Science
(SPSS).

The result of the research showed that t-value was higher than t-table
(12.163>2.042) and the value of the significant level was 0.00<0.05. The mean
score of posttest (67.53) was higher than the pretest (55.73) and the gain was 11.8.
It means that there was a significant improvement in the students' speaking skill
after being taught through retelling story technique by using picture series.
Besides that, comprehension was the aspect that improved the most. Briefly,
referring to the results above, it can be said that retelling story technique by using
picture series can be applied to improve students' speaking skill.

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Submitted in a Partial Fulfillment of
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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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Student's Name : Siti Farhana

Student's Number : 1413042064

Department : Language and Arts Education

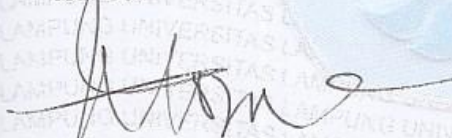Study Program : English Education

Faculty : Teacher Training and Education

APPROVED BY

1. Advisory Committee

Advisor

Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

Co-Advisor

Drs. Deddy Supriyadi, M.Pd.
NIP 19580505 198502 1 006

2. The Chairperson of
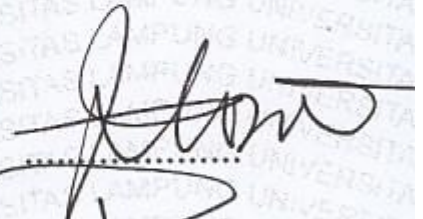The Department of Language and Arts Education
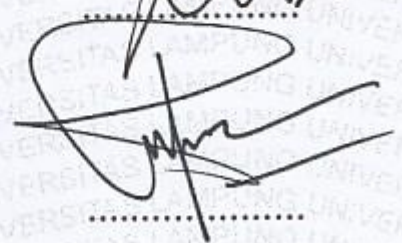
Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

ADMITTED BY

1. Examination Committee

Chairperson : **Dr. Flora, M.Pd.**

Examiner : **Ujang Suparman, M.A., Ph.D.**

Secretary : **Drs. Deddy Supriyadi, M.Pd.**

2. The Dean of Teacher Training and Education Faculty

Dr. H. Muhammad Fuad, M.Hum.
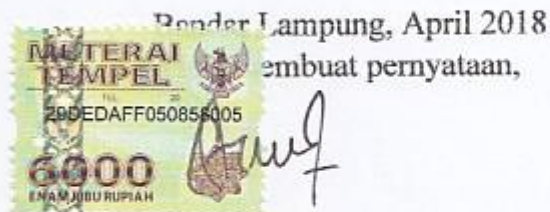NIP 19590722 198603 1 003

Graduated on : **April 4th, 2018**

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Nama	:	Siti Farhana
NPM	:	1413042064
Judul skripsi	:	The Influence of Retelling Story Technique in Improving Students' Speaking Skill by Using Picture Series at the First Grade Students of SMAN 3 Bandar Lampung.
Program studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Pendidikan Bahasa dan Seni
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Pembuat pernyataan,

Siti Farhana
NPM 1413042064

CURRICULUM VITAE

Siti Farhana is the first child of Nursapuan, SH and Desliana. She was born on August, 6th, 1996 in Bandar Lampung. She has a sister and a brother, Siti Nur Oktavia and Muhammad Abdur Rasyid.

She began her education at TK Kartika II-31 in 2001. She enrolled SDS Kartika II-6 Bandar Lampung in 2002 and graduated in 2008. After that, she continued her studies at SMPN 4 Bandar Lampung and graduated in 2011. Then, she continued her studies at SMA YP Unila Bandar Lampung and successfully finished in 2014.

Through SNMPTN, she was accepted in English Education Study Program of the Faculty of Teacher Training and Education University of Lampung in 2014. From July to September 2017, she did KKN in Kasui, Waykanan and she conducted PPL at SMPN 1 Kasui, Waykanan.

During her study at Lampung University, she actively involved in UKM-U English Society Unila (ESo) the only university-scooped English organization. In the period of 2016, she appointed as the deputy of HRD Department followed by becoming the head of HRD Department in 2017 period. In ESo, she joined Newscasting branch and participated in several competitions. She also involved in XL Future Leaders batch 5 as the awardee from 2016 until 2018.

DEDICATION

This script is fully dedicated to:
My beloved family
My friends in English Education 2014 of Lampung University
My Almamater, University of Lampung

MOTTO

"- - - يُجْزَاهُ - -يُرَى سَعْيَهُ - - لَيْسَ "-

And there is not for man except that {good} for which he strives, And that his
effort is going to be seen. Then, he will be recompensed for it with the fullest
recompense.

(An-Najm 39-41)

"Seize every opportunity that life offers you because when the opportunites go,
they take a long time to come back" –
Paulo Coelho

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled "The Influence of Retelling Story Technique in Improving Students' Speaking Skill by Using Picture Series at the First Grade Students of SMAN 3 Bandar Lampung" is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree.

Among many individuals who gave a generous suggestion for improving this script, first of all, the writer would like to express her sincere gratitude and respect to:

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15. All friends of English Department 14. Thank you for the beautiful moments which had been experienced together. Anyone who cannot be mentioned directly who has contributed to finish this script.

Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, criticism, and suggestions are always open 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 to conduct further research.

Bandar Lampung, April 2018

Siti Farhana

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I. INTRODUCTION

This chapter discusses background of the research, research question, objective of the research, uses of the research, scope of the researcher, and definition of terms.

1.1. Background of the research

Speaking is unit of communication skill between at least two people and it is a way to express someone's idea orally. The function of speaking is to communicate our ideas of feeling with others. Unfortunately, Indonesia students still experience difficulties to speak in English appropriately, because they lack practice this skill. This situation unavoidably influences students' speaking skill during the classroom activity. Consequently, in general, they are not able to achieve the objective of learning speaking skill. In contrast to this, the goals of teaching speaking should improve students' speaking skill because speaking is the measurement of language product. Language is used as means of acquiring information (Hogg and David, 2006:28). Normally people use language to get information or to share. Therefore, learning speaking should be with activities which invite the student to share the ideas or to get it.

Naturally, learning English deals with skills, they are: (1.) listening, (2.) speaking, (3.) reading, and (4.) writing. Among those skills, speaking skill is naturally difficult to be mastered by the students because speaking skill includes 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) (Harris, 1969:81). Based on Curriculum 2013, communicative learning in English takes an important role. It means the teachers should focus on the output of language which is speaking skill. Speaking is one of the ability to carry out a conversation in the language.

During researcher's experience in Teacher Training Practice (PPL) in SMPN 1 Kasui Way Kanan for two months, in the learning process, the students could not express their ideas in English through speaking even to introduce themselves. The researcher got the data from the students' score in their speaking performance. There are some factors why that problem occurred. Firstly, students had difficulty in speaking English words. The students were not fluent in speaking since they usually had problems with grammar and pronunciation. Secondly, the students were lack of vocabulary knowledge thus they had difficulty in arranging a sentence in speaking. They felt confused to start their speaking because they did not know how to express their ideas. As stated by Ur (1996), there are some problems that may forbid the students to develop their speaking ability such as lack of ideas, low participation, and students' preference to use their mother tongue in English.

According to the explanation above, the researcher has already done pre-observation in SMA N 3 Bandar Lampung. Unfortunately, the researcher has found that there were many students did not have the confidence to speak English. In fact, some Senior High School students found also some difficulties to speak English. To be more concrete, Nizzu's research (2016) also found that some students were not able to communicate orally well because they were lack of Vocabulary, Grammar, Pronunciation, Fluency, and Comprehension which was not sufficient while speaking in English, and also they needed more practice. To overcome those problems, the researcher interests to introduce retelling story technique to teach speaking.

Retelling story technique has been known as one of the teaching activities in second or foreign language classes. One of the reasons for using retelling story is to rely 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. As Eliwarti (2013) says, retelling story is part of speaking activities. It means, in this research, retelling story can play an important role performance based on the assessment of speaking. It helps them in learning about telling stories or events in details and in sequences. By using this technique, it can make students practice more especially in speaking English words.

Furthermore, as a tool for developing students' speaking skill, a media can be used in retelling story. It helps students to be more active and understand the activities.

Harmer states that (2007) one of the most appropriate uses for the picture is for the presenting and checking meaning. In line with Harmer, Newby et al. (2006) say that teacher can use the picture to illustrate specific lesson topic, especially in explaining learning process. In line with this, Harmer (2001: 134) states that picture is one of the varieties of teaching aids which is used to explain language meaning construction, to engage students in a topic, or as a basis of whole activity. 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 by using 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. Furthermore, Miller and Pennycuff (2008) say that retelling story has a power to improve students' speaking skill. It can provide the student to analyze the story, create a new language, and help students to begin understanding events, plots, characters as they build vocabulary and comprehension skill. According to Matulka (2008, p.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.

Moreover, this research explained that retelling story through picture series built students' confidence. Because the students need something that can be their foundation when they want to start speaking. Pictures make students' easily to think

then talk based on it. By using picture series the students will not get the judgment from others because they can tell the story with their own perspective. It will encourage them to propose ideas and talk with it.

Therefore, this research tried to investigate the use of retelling story in improving students' speaking skill at the first grade students of SMAN 3 Bandar Lampung. In addition, this research was expected to give better effects in improving students' speaking skill by using retelling story through picture series. Hopefully, this research could give some contribution to language teaching.

1.2. Research question

The problems of this research are formulated as follows:

1) Is there any significant improvement on students' speaking skill through retelling story by using picture series?

2) Which aspects of speaking skill improve the most after retelling story by using picture series implemented in teaching speaking?

1.3. Objective of the research

In relation to the formulation of the problems, the objectives of the research are :

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 skill improve the most after implementing retelling story by using picture series.

1.4. Uses of the research

1. Theoretically, it can support the theory that retelling story with picture series can be applied to improve students' ability in speaking.

2. Practically, it can become an input in empowering the teachers of English to improve the students' speaking ability in teaching and learning processes through retelling story by using picture series.

1.5. Scope of the research

This study was quantitative research which focused on finding out the result of students' speaking ability through retelling story by using picture series. There are some techniques to improve students' speaking skill such as TPS (think pair share), Talking Chips, Framework, Board Games, Storytelling, Jigsaw, and The Key Words Technique. This research focused on retelling story technique to improve students' speaking skill. The population of the research was the first grade students of SMAN 3 Bandar Lampung. The learners based on the curriculum have already studied: Vocabulary, Grammar, Tenses, and Structure. This research focused on narrative text (imaginative experiences or tell the story of folk, myth, legend). 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 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, those are speaker and listener. It 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. A picture is an image or likeness of an object person, place, thing or idea on the flat surface by drawing, painting, or photography.

4. Picture series is a series of pictures that explains the events in a story.

5. Narrative text is a text which has a social function to amuse, to entertain and to deal with actual or vicarious experience in different ways.

This is the end of chapter one that discusses background of the research, research question, objective of the research, the uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

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

2.1. Speaking

Speaking is very important ability in doing daily activities because people can react to other 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 an 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 involves 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 invariably colored 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 of languages 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 is an ability to converse or to express a sequence of ideas fluently. It 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 incoming 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 another person. Furthermore, someone can communicate or express what he or she wants from other and respond to another speaker. In conclusion, there must be at least two people to do the conversation. Conversation is a part of speaking that can make the communication

happens. The situations and conditions are the important things to do that. Without something that we need to ask or respond, there will not be a conversation there. So, there must be a purpose for people to communicate with others even it just for the interpersonal dialogue.

2.2. Aspects of speaking skill

There are five components of speaking skill which is recognized in analyses of speech process, those 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 as well as to initiate it. Brown (1997: 4) defined the five components of testing speaking skill as follows:

a. Grammar

Grammar is the rule of the study of language inflection containing:

1. A 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 consists 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 (Superlative) Vietnamese (Noun) Pianists (Pronoun)

3. The phrase is the sentence 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 : the simple present tense, the simple past tense, present perfect tense, present continuous tense, present future tense, past continuous tense, 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 both 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 the 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 are 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 the subject.

b. Vocabulary

Vocabulary refers to the words which are used in language. Phrases, clauses, and sentences are built up by vocabulary. In short, vocabulary is very important because without words we can not 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 barely added. It means that member is 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 italiced 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 italiced 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 italiced 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 ot th 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 determines 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: [ˈgɑːdən] garden the first syllable is stressed: **gar**den and [ˈmɛdəʊ] meadow the first syllable is stressed: **mea**dow, (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 a process of building and sharing meaning, in which thought and knowledge are used to express what people would deliver and communicate in different situations.

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 respond 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 are not fluent to speak English in the classroom. Based on Thornbury (2005: 8) people can be said as fluent speakers if they fulfill the following features:

a) Pauses may be 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 to understand 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 a person can answer or express well and correctly, it shows that he comprehends or understands 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 the 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 of speaking skill

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. Teaching speaking means teaching how to the language for communication. For transferring idea, thought or even feeling to other people. So, it is clear that language is very important. We can not only teach what will

be spoken but also the situation that will be faced as the teacher by carrying out the students in a certain situation concerning the topic which is discussed. For example, the topic is about "Drugs" hence the teacher carrier 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 command.

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 and techniques of teaching speaking. The teacher is the most important factor 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 the 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 social-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. Picture series help to translate abstract ideas into realistic

form (Latuheru, 1988). Not only do the pictures motivate the students but they also provoke lively discussions and thus demand the students to give their ideas. Therefore picture series is an enjoyable media to motivate the student in speaking English and to stimulate them to communicate their ideas. There are some benefits of using a picture (Gerlach and Elly, 1980: 277). It defines as follows:

1. Picture are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper, etc. Pictures provide common experiences for an entire group of student. It means by using picture, teacher can involve all of students in his or her class.

2. 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.

3. 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 by using picture series in teaching and learning to speak. For example, the teacher shows some pictures, he or she tells the story then asks the students to select the right picture based on what the story told by the teacher.

2.5. Retelling story

Retelling Story is an oral activity where language and gesture 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 the 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. In addition to Owocki (1999, cited from Gibson et al, 2013), retelling helps students rethink their way through a text. However, retelling story consists 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 beforehand, 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 learn faster and better, it 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. Here is the full text which is 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 plowed 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 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 plow 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.

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

a) *The time based on the story above is every morning.*

b) *The places of the story above are field and farmer's house.*

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

The 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 which is 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:

a) *Once upon a time, there was a farmer from Laos. Every morning and every evening, he plowed 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)

b) *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)

c) *The next day, the tiger asked 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 plow 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 is tied up.

The solution is a mean of solving a problem or dealing with a difficult situation.

For example:

When the tiger wanted to know more how the big animal listening to 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 plow and hit the tiger.

In this case, based on those reasons, retelling story can be an important role in the 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 difficult for students. They might have limited vocabulary items and they might have minim ability in pronunciation. Hence, picture series can be one of the 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 by using picture series in teaching speaking

Eliwarti (2013) believes that retelling story is a part of speaking activities in class it encourages students to retell a story, to speak up. Storytelling 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 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 places, 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. Isbell (2002) believes that in personal setting of the storytelling environment, the storyteller's language and the story together establish a raport 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. The story is the informal account of the live experience, whereas narrative is a structured interpretation of the 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, the practice of retelling story can give experience as an insight as stimulate in practicing their productive skill.

Here, the researcher is interested in applying retelling story as a technique in teaching speaking and picture series as a media. Retelling story technique has been known as one of the teaching activities in second or foreign language. It can imply students to understand the material easily. By retelling story, it can help the students to produce words which have been told by the teacher. Picture series is one of the media that the researcher uses to improve students' speaking skill. By using this media, the students will be able to deepen the vocabulary and memorize the words that will be produced.

There are some of the previous research which are done by researchers. The first is *IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH RETELLING TECHNIQUE (CLASSROOM ACTION RESEARCH AT THE THIRD YEAR STUDENTS OF MA MIR'ATUL MUSLIMIEN GROBOGAN 2012) in the academic year 2012 by Dedy Khisbulloh.* The researcher concludes the finding of this study has positive influence to improve students' skill.

The second is *IMPROVING STUDENTS' SPEAKING SKILL BY USING PICTURE SERIES (A Classroom Action Research Conducted at the Tenth Grade of SMA Negeri 6 Surakarta in the Academic Year of 2012/ 2013) by Reni Windihastuti.* The finding of this research shows that most students in first grade have their score increased in each assessment. It is proved that by using picture series as media can improve the students' speaking skill.

The third is *Retelling Story Through Picture Series To Improve Students' Speaking Skill at SMAN 7 Bandar Lampung by Devina Nizzu.* Her finding shows that the use of retelling story through picture series improves the students' ability in speaking skill.

Those the previous research has been becoming the knowledge for the researcher to investigate this script. In short, it might be believed that Retelling story as a technique can improve the students' skills especially speaking skill. The use of picture series as media can help the students understand more and make students learn English

exultantly. Therefore, the researcher uses this technique and media to improve students' speaking skill at the first grade of SMAN 3 Bandar Lampung.

2.7. Procedure of improving students' speaking skills through retelling story by using picture series

The procedure of using picture series is used to make sure that the research is systematically arranged and to avoid confusion. There are the procedures of teaching speaking through retelling story by using picture series:

a. The students are asked to answer the questions from the teacher about a short story.

b. The students are asked to listen to the story that is being told by the teacher.

c. The teacher tells the story to the students by using picture series.

d. The students are asked some question related to the activities that they should do after.

e. Teacher retells the story once again so that the students will be able to retell.

f. The students are asked to retell the story that has been spoken by the teacher.

g. Teacher asks some students to come in front of to retell the story that the students have listened to their friend.

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

2.8. Narrative text

The narrative is a kind of genre which has a 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 the 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 the 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 fulfill 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 School 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 does the story happen. In this level, the writer usually produces the atmosphere that can make the readers 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 the 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, *Resolution* is the description of real life and they tell the readers that every issue or problem can be solved. After spilling many issues in the climax of the narrative, the narrator will tell the readers the resolution of the issues or the problems. The last is *Re-orientation* or the last event.

This is the closing remark to the story and it is optional. It consists of moral value and advice from the writer.

Grammar is one of the 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 and the time has known. Based on Competency Curriculum 2006, there are also typical common linguistic features to the narrative. Those features are:

a) They are sequenced in time and are often signaled by conjunctions or connections. Like: once upon a 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 dialogues and saying verbs that explain how people spoke, said, and replied and others.

d) They used an 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 the setting of action like here, in the mountain, happily ever after and others.

f) They use nouns like stepsister, housework 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 into 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 housemaid 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

Retelling story by using picture series technique has advantages and disadvantages. The following are the advantages and disadvantages of retelling story by using picture series in teaching speaking.

2.9.1 Advantages

a) The students are stimulated and motivated to be more observant and express themselves.

b) The students are easier to understand the meaning based on the picture.

c) The students add the frequency of speaking activity.

2.9.2 Disadvantages

a) Can not depict motion as the film does.

b) The students sometimes can get misunderstanding the meaning when they speak.

c) The students find difficult to pronounce the words well.

2.10. Theoretical assumption

The researcher assumes that teaching speaking through retelling story with picture series can improve students speaking performance because it is an activity which can help students to use the target language and allow them to say what they want to say and this activity is cognitively challenging. The students are expected to be able to communicate with other people, giving an opinion, and responding various statements. Based on the objective of teaching and learning activity, the teacher should be able to select and apply appropriate teaching strategy related to the students' need. Retelling story technique will give a different feeling to the students to give their idea through the story. It will make students learn in such a fun way and get a lot of advantages in speaking English. In addition, using picture series also will build self-confidences in the students and improve students' vocabularies. Therefore. The combination of retelling story technique and picture series as media may be an effective technique to improve the students' speaking performance.

2.11. Hypothesis

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

This Chapter has discussed 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, the procedure of data collecting technique, narrative text, advantages and disadvantages, theoretical assumption, and hypothesis.

III. METHODS

This chapter discussed research design, population and sample, data collecting technique, research procedures, 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 the English language since it is often considered as one of the difficult skills to be mastered by the students. In conducting the research, the researcher applied quantitative research design as the research methodology. Quantitative method is a method deals with statistical analysis data in the form of scores and numbers (Creswell, 2012: 19). This research mainly deals with a score which the aim is to find out whether there is an improvement in the students' speaking skill or not. The researcher compares the result of the test. *One Group Pretest-posttest design* is used in this research since this research tends to find out the improvement on speaking ability of the students by comparing the results between pretest and posttest. The research design presents as follows:

TI X T2

Where:

T1   : Pre-test (Pre-test is given before the researcher teaches through retelling story by using picture series in order to measure the students' competencies before they are given the treatment).

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

T2   : Post-test (Post-test is 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 means pretest which is given before the researcher giving treatment to the students

X   : Teaching speaking skill by retelling story by using picture series

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

3.2. Population and sample

Research population, in Setiyadi (2006:38), means an individual who becomes the target of the research. On the other hand, research sample is all individual who will be given the material. The population of this research was the first grade students

of SMAN 3 Bandar Lampung in the second semester 2017/2018 which has about 30 students in each class. In conducting this research, the researcher took one class as the experimental class. The sample class was X MIA 2, which was chosen by using lottery technique, consisted of 30 students.

3.3. Data collecting technique

The data of this research was in the form of students' speaking ability score in performing a monologue in terms of pronunciation, fluency, vocabulary, grammar, and comprehensibility. In collecting the data, the researcher used the following steps:

1. Pretest

   The researcher administered pretest before giving treatment which the purpose was to know the students' speaking skill before giving the treatment by using retelling story. The researcher administered the pretest for whole students in the class. Meanwhile, before conducting the pretest, the researcher explained the topics that were tested. The test focused on oral test. The researcher recorded the students' performance in order to help the researcher in scoring the oral test. So, if the researcher slipped the students' performance during the scoring, the researcher could replay the record.

2. Treatments

   Treatments would be done after pretest and the teacher taught the students through retelling story technique by using picture series. There were three

times of treatments. The researcher taught the students with the target to reach the objectives in those three meetings which were stated in lesson plans. The researcher implemented three lesson plans for three meetings.

3. Post-test

The post-test was administered after the treatment which aimed to see the significant differences between students' speaking skill before and after they were taught through retelling story by using picture series. The post-test was similar with the pretest. The post-test was administered to whole students by recording them one by one. So, the researcher could score every students' performance by playing the record.

3.4. Research procedures

The procedures of the research are as follows:

1. Determining Problem

This research came from some problems which happened in a learning process. Some students were difficult to speak in English and could not produce some words in English because they did not know how to say that words. This could be seen when the teacher spoke English to the students and they only kept silent without any response. Then, some students had less self-confidence because they did not know how to use grammar effectively in speaking. Besides, the students did not get opportunities to train their speaking ability and also they were lack of vocabulary.

2. Selecting and Determining the Population and Sample

   The populations of this research were the first grade of SMAN 3 Bandar Lampung in 2017/2018 academic year. The sample was students of class X MIA 2 who had different ability in speaking. There were 30 students.

3. Selecting the Materials

   The materials were about the narrative text which was taken from the students' book based on the syllabus. The researcher used interesting and popular stories.

4. Administering the Pretest

   The pretest was administered before treatment which aimed at knowing the students' speaking skill before being given the treatment through retelling story by using picture series. The researcher administered the pretest to students. Meanwhile, before conducting the pretest, the researcher explained the topic that would be tested. The test focused on oral test. The test was administered once. The researcher gave the direction in each test to all students and asked the students to tell it in front of the class one by one. On performing the test, the students were asked to speak up clearly since the students' voices would be recorded. Furthermore, the researcher and another English teacher judged the students' performance.

5. Conducting the Treatments

In this research, the treatments were administered in three meetings. The researcher had 90 minutes for each meeting with three different stories and picture series. The topic used in the first treatment was about "The Frog Prince", the second was about "Malin Kundang", and the third was about "Cinderella" by applying picture series. The researcher also explained the material by using picture series.

6. Administering the Posttest

The posttest was conducted after the treatment. The posttest which aimed at knowing the progress of speaking skill through retelling story technique by using picture series. The test was administered once, after three meetings or treatments.

7. Recording

The researcher recorded the students speaking skill during pretest and posttest by using audio recorder as the recording tool. It was used to help the researcher in scoring students' speaking test. So, if the researcher slipped the students' performance during the test, the researcher could replay the record.

8. Scoring

Since the researcher used two raters to score speaking test, the researcher filled the scoring test of first rater (R1) and the second rater (R2) was filled by the English teacher.

9. Transcribing

All the student's utterances of pretest and posttest were transcribed.

10. Analyzing the Test Result (Pretest and Posttest)

After scoring the students' performance, the researcher compared the result between pretest and posttest, to see whether the score of posttest was higher than pretest in each aspect of speaking.

3.5. Research instrument

For the instrument, this study used speaking test. Speaking test was used as a research instrument consist of (1) Instruction (2) Materials to be Retold (3) Relevant Picture Series, and (4) Narrative Form of Text. In the beginning, the researcher gave the pretest to measure their initial ability in speaking. The researcher used picture series to tell the story. In scoring the students' performance, the researcher used scoring rubric by Harris' Oral-English rating sheet (1969:84). Then, the data of this research was in form of score speaking task, the researcher gave the score which was started from 1 up to 20 in each aspect of speaking skill.

3.6. 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 follows:

3.6.1 Validity of the instrument

The test can 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 researcher used two types of validity, they were content validity and construct validity.

1. Content Validity

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

2. Construct Validity

Construct validity concerned on whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). If the test has construct validity, it is capable of measuring the students' ability in speaking. It means the test can be measured in the certain aspect based on the indicator. The researcher examined it by referring the aspect that would be measured with the

theories of those aspects (Pronunciation, Vocabulary, Fluency, Comprehension, and Grammar).

3.6.2 Reliability of the instrument

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

$$R = \frac{1 - 6\left(\sum d2\right)}{N.\left(n2 - 1\right)}$$

Notes:

R   : Reliability of the test

N   : Number of students

D   : The difference of rank correlation (mean score from Pretest and Posttest)

1 – 6   : Constant number

(Shohamy, 1985: 213)

3.7. Rubric of scoring system

In evaluating the students' speaking scores, the researcher used speaking task by Harris (1969: 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.
Vocabulary	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.
	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 that 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.
	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.
Grammar	1	No more than two errors during the dialogue.

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

Pronunciation………………………………….20%

Grammar…………………………………….20%

Vocabulary…………………………………..20%

Fluency………………………………………20%

Comprehension………………………………20%

————— +

Total percentage………………………..……100%

The score of each aspect is multiplied by four, so the total score is 100. Here is the identification of the score of the students speaking:

If the students get   5, so 5 X 4 = 20

4, so 4 X 4 = 16

3, so 3 X 4 = 12

2, so 2 X 4 = 8

1, so 1 X 4 = 4

For example:

A student gets 4 in pronunciation, 3 in vocabulary, and 3 in fluency, 4 in comprehension and 3 in grammar.

Therefore, the student's total score will be :

Pronunciation   4 X 4 = 16

Grammar   3 X 4 = 12

Vocabulary   3 X 4 = 12

Fluency   3 X 4 = 12

Comprehension   4 X 4 = 16

Total =   68

It means he or she gets 68 for speaking.

The students who gained score ranging from 1-4 is categorized "very poor", score ranging from 5- 8 is categorized "poor", the score ranging from 9-12 is categorized "fair", the score ranging from 13-16 is categorized "good", and the score ranging from 17-20 is categorized "excellent".

3.2. Table of Rating Sheet Score

S' Code	Pron. (1-20)	Gram. (1-20)	Voc. (1-20)	Fluency. (1-20)	Comprehension. (1-20)	Total (1-100)
1						
2						
3						

3.8. Data analysis

The researcher computes the students' scores in teaching speaking by using retelling story technique through picture series as follows:

1. Scoring the pretest and posttest.

2. Tabulating the result of the test and calculating the score of pretest and posttest. The researcher used SPSS19 to calculate the scores then analyzed whether there is the improvement on students' speaking achievement after the treatment by using retelling story technique through picture series.

3. Drawing the conclusion. The conclusion is developed from the result of statistical computerization that is repeated measure T-test in SPSS19.

3.9. Hypothesis

The hypothesis of this research is:

H_0 = Tvalue < Ttable

H_1 = Tvalue > Ttable

H_0 : There is no significant improvement on students' speaking skill after being taught through retelling story by using picture series.

H_1 : There is significant improvement on students' speaking skills after being taught through retelling story by using picture series

In testing the hypothesis that the retelling story technique by using picture series improve the students' speaking ability significantly, *Repeated Measure T-Test* is used. The hypothesis is also statistically tested using statistical computerization (SPSS 19), in which the significance is determined by $p < 0.05$.

Briefly, those are the explanations of this chapter about the methods of the research. They are research design, population and sample, data collecting technique, research procedures, research instruments, validity and reliability, scoring rubric, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This research was concerned with the use of retelling story technique by using picture series to improve student's speaking skill at the first grade of SMAN 3 Bandar Lampung. Based on the research findings and discussion, the researcher would like to state some conclusions as follows:

1. There was a significant improvement on students' speaking skill after being taught with retelling story technique by using picture series. It can be seen from the mean score of pretest and posttest. The mean score of pre-test was 55.73 and the mean score of post-test was 67.53, the mean score of the posttest was higher than pretest. It can be concluded that the students' speaking skill improved. It happens because retelling story technique by using picture series helped the students to express their ideas.

2. The highest improvement is comprehension followed by vocabulary, grammar, fluency, and pronunciation. This is showed from the result of this research. The researcher found that the improvement score of each aspect, Pronunciation improved from 11.53 to 12.93, Fluency improved from 10.4 to 11.93, Grammar

improved from 10.73 to 13.4, Vocabulary improved from 11.47 to 14.53, and the last Comprehension improved from 11.6 to 14.73. Comprehension improved the most because most of the students were able to understand the teacher's intention and general meaning, it means that the students could understand well the whole story. The students also were able to express their ideas well and correctly.

5.2 Suggestions

Considering the finding of the research, the researcher would like to recommend some suggestions as follows:

5.2.1 Suggestion for English Teachers

a. Evidently, Pronunciation was the lowest achievement among the other elements of speaking skills. For this reason, the teacher should be more concerned with the sound of words and the intonation. The teacher can give repetition drill to exercise the students' tongue.

b. The teacher should use video recorder to see the result and development by the students' speaking skill through this technique. It give a powerful evidence for the result. Moreover, the teacher can get deep analysis for speaking and the students' expression during this treatment. The video recorder is better than audio recorder.

c. Teacher who intends to teach speaking skills by using retelling story through picture series, should use simple picture which is there are no

many objects in one picture, it does not make the students feel difficult in explaining the story based on pictures series.

d. English teachers are suggested to use retelling story technique by using picture series as one of the alternative techniques to improve the students' speaking skill. This is because the technique can help the students share their own idea by using their own words and their own way.

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APPENDICES