

**RETELLING STORY THROUGH PICTURE SERIES TO
IMPROVE STUDENTS' SPEAKING SKILL
AT SMP NEGERI 34 MAKASSAR**

SKRIPSI

**MIMIN SRIRAHMINI
4512 101 016**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY OF MAKASSAR
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PAGE OF APPROVAL

Skripsi with the title:

RETELLING STORY THROUGH PICTURE SERIES TO IMPROVE STUDENTS' SPEAKING SKILL AT SMPN 34 MAKASSAR

On behalf of:

Name : MiminSrirahmini
Register Number : 4512101016
Faculty/study program : Faculty of Teacher Training and
Education/English Education
Department : English Education Department

After completely checked, the skripsi has fulfilled the standard to be examined.

Approved by

Supervisor I

Supervisor II

Hj.Nurfaisah Sahib, S.Pd.I,M.Pd.
NIDN. 0907096901

A.HamzahFansury,S.Pd.M.Pd.
NIDN. 0905118101

Known by

Dean Faculty of Teacher
Training and Education

Head of English
Education Department

Dr. Mas'ud Muhammadiyah, M. Si.
NIDN. 0916047806

RestuJanuarty, S.Pd.,M.Pd.
NIDN. 0905018503

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi ini dengan judul ***“Retelling Story Through Picture Series To Improve Students’ Speaking Skill at SMP Negeri 34 Makassar*** “beserta seluruh isinya adalah benar-benar karya saya yang di dukung oleh beberapa pendapat para ahli tentang Retelling Story dan Picture Series dan dari beberapa sumber bukan karya hasil plagiat. Saya menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk keaslian karya saya ini.

Makassar, 2 March 2017

Yang membuat pernyataan

MIMIN SRIRAHMINI

ABSTRACT

SrirahminiMimin, 2017. *Retelling Story Through Picture Series to Improve Students' Speaking Skill at SMP Negeri 34 Makassar, class VIII-A* (Guided by Hj. Nurfaizah Sahib and AndiHamzahFansury).

This research conducted to find out the implementation of retelling story method by using picture series on students' speaking skill at the eighth grade students of SMPN 34 Makassar.

This research employed a pre-experimental design with chose one class for pre-test, treatment and post-test. The population of this research was the seventh grade which consists of 290 students of SMPN 34 Makassar in the academic year 2016/2017. The sample of the research was grade VIII-A which consists of 26 students. The instruments of this research was speaking test and collect the data in pre-test and post-test as the main data. Students' data from pre-test was students' prior knowledge before treatment by applying picture series in retelling story and students' data from post-test was students' speaking improvement after giving the treatment by applying picture series. The writer analyzed data to find the mean score and the different between pre-test and post-test by using statistic formula.

The results of this research indicated that there was a significant difference between pre-test and post-test. It was proved by the t-test value (16.67) that was greater than the t-table (2.060) at level of significant (α)= 0.05 with degree of freedom 25. In addition, the mean score of pre-test was 33.39 and mean score of post-test was 39.80. The mean score of post-test was greater than pre-test. It was concluded that mind mapping technique was effective on students' speaking skill at the eighth grade students of SMPN34 Makassar.

Key words: Retelling story, picture series and speaking skill

ABSTRAK

Miminsrirahmini.2017.*Retelling Story Trough Picture Series to Improve Students' Speaking Skill at SMP Negeri 34 Makassar.*(Dibimbing oleh Hj. Nurfaizah sahib dan Andi Hamzah Fansury).

Penelitian ini dilakukan untuk mengetahui penerapan teknik pembelajaran berceritakembali menggunakan gambar berseri pada keterampilan berbicara siswa pada kelas delapan SMPN 34 Makassar.

Penelitian ini menggunakan desain penelitian pre-eksperimental dengan memilih satu kelas untuk diberikan pre-test, treatment dan post-test. Populasi pada penelitian ini adalah siswa kelas VIII yang berjumlah 290 siswa di SMPN 34 Makassar tahun akademik 2016/2017. Sampel penelitian ini adalah siswa kelas VIII-A yang berjumlah 26 siswa. Instrument penelitian adalah tes berbicara dan memperoleh data dari pre-test dan post-test sebagai data utama. Data siswa pada pre-test adalah kemampuan siswa sebelum diberikan perlakuan penerapan tehnik berceritakembali menggunakan gambar berseri dan data pada post-test adalah peningkatan kemampuan berbicara siswa setelah diberi perlakuan teknik berceritakembali menggunakan gambar berseri. Penulis menganalisis data untuk mengetahui nilai rata-rata dan perbedaan nilai antara pre-test dan post-test dengan menggunakan rumus statistik.

Hasil analisis data menunjukkan adanya perbedaan yang signifikan dengan pencapaian siswa dalam pre-test dan post-test. Dibuktikan dengan nilai t-test (16.67) lebih tinggi dari nilai t-table (2.060) pada level signifikan (α) adalah 0.05 dengan Df adalah 25. Sebagai tambahan, nilai rata-rata pre-test adalah 33.39 dan nilai rata-rata post-tes adalah 39.80. Nilai rata-rata post-test lebih tinggi dari pre-test. Dapat disimpulkan bahwa penerapan tehnik berceritakembali menggunakan gambar berseri efektif pada keterampilan berbicara siswa kelas delapan SMPN 34 Makassar.

Kata Kunci: Berceritakembali, gambar berseri dan kemampuan berbicara

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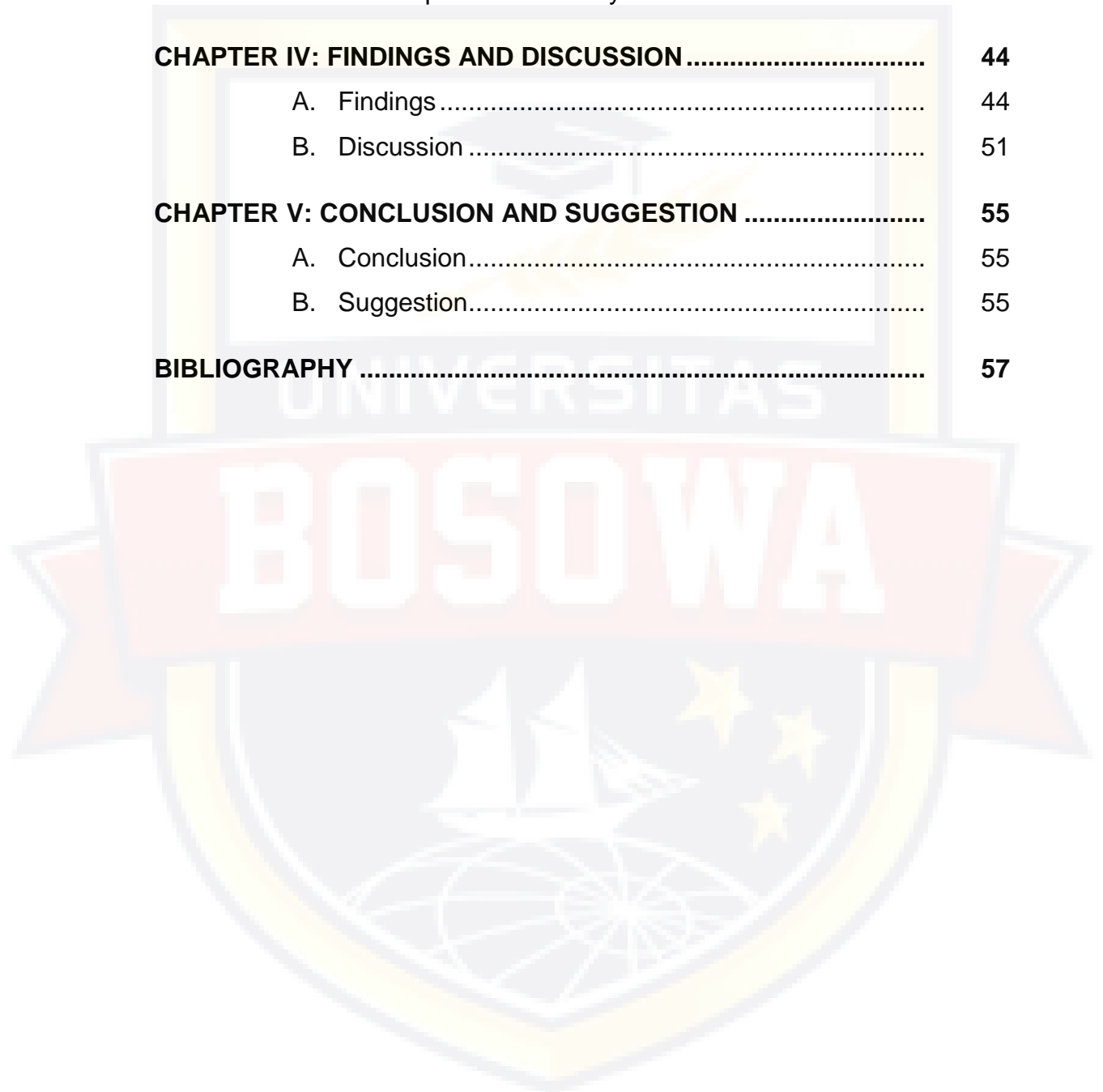
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CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the study including background, problem statement, the purpose of the research, significance of the research and scope of the research.

A. Background

One form of speaking activities that can be trained to build speaking ability is retelling story. In retelling story, then someone can deliver a wide range of stories, feelings in accordance with what has been experienced, felt, seen and read. Nurgiyantoro (2001: 289) said that the telling story is one way to reveal a pragmatic speech.

Retelling story technique has been known as one of teaching activities in second or foreign language classes. In addition, stories can be considered language treasures as models of language for students at different levels and ages.

According to O'Malley and Pierce story or text retellings involve having students retell stories or text selections that they have listened or read (O'Malley and Pierce, 1996:83). Storytelling is an oral sharing of a personal or traditional story, told using the essence of the tradition from which it originates (Sasked, 2011). As a shared experience between teller and listener, it offers natural language experiences for students.

Storytelling can be an enjoyable activity for both tellers and listeners and should be engaged in at all grade levels. The teacher should model storytelling before expecting students to tell stories. As well, students should have opportunities to listen to Native Elders and other storytellers who can provide enjoyment and act as role models for their own storytelling experiences.

There are many types of teaching media that can be used to convey the lesson; one of the media that can be used is picture. It is one of the variety of teaching aids which is used to explain language meaning construction, to engage students in a topic, or as the basis of a whole activity. In addition, this research used picture as media for developing students' speaking skill through retelling story. According to Sadiman (2011:29), picture media is a common language, which is understandable and can be enjoyed every where. Picture series is communication tool in the form of a sequential or continuous picture and relate to one another.

Based on those explanations above, there are some researchers believe that retelling story can improve students' speaking skill. In this case, retelling story technique stimulates how students can improve their speaking skills. Media used in order to motivate them to be able to speak is picture series. Therefore, this research try to investigate the use of retelling story through picture series in improving students' speaking skill in eighth grade students of junior high school. The researcher decide to

choose SMP Negeri 34 Makassar because she ever though the students of the school in teaching practice.

In addition, this research expect that retelling story using picture series can give better effects in improving students' ability in speaking. Furthermore, by using retelling story through picture series, students are expected to gain more information and explanation of many things on the story.

B. Problem Statement

This research is aimed at answering the following question:

Does retelling story using picture series improve students' speaking skill of the 8th grade students at SMP Negeri 34 Makassar ?.

C. The Purpose of the Research

Based on the statement of the problem, the purpose of this research to investigate the use of retelling story through picture series in improving students' speaking skill of the 8th grade students at SMP Negeri 34 Makassar.

D. Significance of the Research

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

1. Theoretical benefit

The research findings hopefully make significant contributions toward the research about retelling story through picture series to improve students' speaking skill particularly to 8th grade students of junior high school.

2. Practical benefit

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

E. Scope of the Research

The scope of this research restricted to know the improvement by using picture series on students' speaking skill at the eighth grade students of SMPN 34 Makassar in academic year 2016/2017.

1. Subject: the subject in this research was students' speaking skill in retelling story at the eighth grade students of SMPN 34 Makassar in academic year 2016/2017.
2. Object: the object of this research was the effect of picture series.

CHAPTER II

THEORETICAL FOUNDATIONS

This chapter presents relevant theories to this research. In detail, this chapter explores some theoretical foundation of previous related studies, some pertinent ideas, theoretical frame work and hypotheses.

A. Previous Related Studies

First, the research of Rizqon (2011) studied the use of animated film for improving Indonesia student's speaking Skill in story retelling of grade eight students. The research results had shown that the use of animated as the media made the effective teaching in story retelling for improving speaking skill.

Second, the research of Farida (2011) had studied about the developing students' story retelling ability through collaborative learning techniques. She used the research sampling from VIII A students of SMPN 2 Semarang for grade eight by focusing on the speaking ability. The first goal of her research was tried to explore to what extent CL or collaborative learning techniques could increase the ability of the VIII A students of SMPN 2 Semarang in story retelling. Meanwhile, the second goal of this study was to investigate the CL or collaborative learning could develop a manner of the VIII A students of SMPN 2 Semarang in story retelling. The result of this research had shown both negative and positive. The positive result was the successful development of students' English speaking

ability after using CL technique in story retelling, but the negative result had shown that the CL technique could not be successfully developing on student's manner in retelling stories.

Third, Fajri has studied the research in 2012 about the ability of the eleventh grade students in story retelling at SMK RohmatulUmmahJekulo Kudus by using cartoon film. She studied that story retelling of the eleventh grade students after teaching by using the cartoon film and to find the difference between being able to retell the story of a grade eleven years before and after instruction using cartoons film. Results of the study showed that the ability to retell the story of the eleventh grade students could improve speaking skill after using cartoons film to teach students. He also recommended the use of cartoon film in teaching because students can more easily learn to speak English.

Therefore, the researcher concludes from these related researches that there are most positive results of story retelling. The beneficial results of story retelling will be developed in other studies, and teachers can use story retelling as a teaching tool.

B. Some Pertinent Ideas

1. Teaching speaking

a. Definition of Speaking

Teaching speaking is sometimes considered a simple process. Teaching speaking is a challenging responsibility as there are many

problems related to everyday practice (Cahyono, 2010:15). Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking is a language other than our own is anything but simple (Bailey in Nunan, 2003:48. Students' speaking ability is capacity, fitness or tendency to act or be acted on specific way or competent in doing to express though, idea, feeling, etc. Students need to be the participant of doing activities such as discussions, peers working, answering, and asking questions in class.

There are some theories defined speaking definitions. Rebecca (2006: 144) mentioned that speaking is a part of daily life that people acquire since they are children. Brown and Yule (1999:14) identified speaking is the complicated information because it is difficult to find what people say. Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener (O'Malley and Pierce, 1996:59).

Speaking is fundamentally an instrument act. Speaker talk in order to have some effect on their listeners. They ask them question to get them provide information. The skill of speaking refers to the students' skill to express mind or feeling orally. One function of speaking is to communicate ideas in situation where the other person is listening towards and can be in front of speaker, looking at the gesture and facial expression (Clark and Clark, 1977:223).

Based on the previous definitions of speaking, the researcher concludes that speaking is in giving ideas or information to share and order of meaning that come from speaker as the resource. It is the most essential way in which the speaker can express himself through the language.

b. Types of Speaking Performance

According to the previous study from Brown (2007:327-330), types of classroom speaking performances are in six categories.

- 1) Imitation is the first category that is a very limited portion of the classroom speaking time that may legitimately take time to build. "Human tape recorder" speech, for instance, learners practice using the imitation sound or attempt to identify some of the vowel sounds. This type of imitation is performed not for the purpose of having a meaningful interaction, but it is focusing on the elements, especially some of the pattern language.
- 2) The intensive is the second type of the speaking performance that is going one step beyond the imitative. It includes any speaking performance that is designed to perform some of the sounds and grammar of the language. Intensive speaking also can be self-initiated or it can be a part of any pair work activities that students are going over some form of language.
- 3) Responsive is the third category of speaking performance. It is a good positive deal of students' speech in the classroom. Even though,

students doing in a short reply, their replies are sufficient in learning, and their speeches can reach the meaningful and authentic learning.

- 4) Transactional (dialogue) is the fourth category of the classroom speaking performance. Transactional language points out to the exchanging specific information while students have a conversation in the classroom. They can do more negotiate speech more than only responsive.
- 5) Interpersonal (dialogue) is the fifth category of this English- speaking performance in the classroom. Interpersonal is focus on the purpose of maintaining social relationships than the transmission. Students can speak in a little trickier by using some of these factors, such as, slang, a casual register, colloquial language, emotional language, ellipsis, sarcasm, and a cover “agenda.”
- 6) Finally, students who are the intermediate to advanced level are in the group of using extensions (monologue). They can practice the speaking reports, summary, or doing short speech. For these six categories of the classroom speaking performances, the writer also agrees that teachers have expected that students can perform speaking and succeed in the oral production. In addition, to support increasing of students’ speaking skill, the principles of teaching in speaking skill is the important topic that would be interpreted in the next part.

From the statement above, I can conclude that there are some types of classroom speaking performance can be used by the students. The first is imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second is intensive. The students practice some phonological/grammatical aspect of language. The third is responsive. The student should have question or command for their teacher. The fourth is transactional. In this activity, the students will try to speak to get the purpose of getting information. The fifth is interpersonal. The students will get the purpose of maintaining social relationship to get the fact and information. The last is extensive. The students will try to perform oral monologues such as report, summary or short speak.

c. Principles of Teaching Speaking Skill

The principles for teaching speaking skills are the key to encouraging students to able to speak English. It makes the students have interest and not bored in class. It will help students have fun, enjoy talking in class, and they can express their thoughts freely. There are several principles for teaching speaking skill (Bailey. 2005: 7).

- 1) Recognizing the difference between learning a second language and language learning of the international context. Students need to learn the speaking skills for the two contexts, including foreign language and second language situations. The target of a foreign Language context

is not for social communications. Meanwhile, the second language is the target of language communications in society.

- 2) Focusing on both fluency and accuracy. Fluency in a language is very important that teachers aware to help students use language quickly and confidently, but sometimes students might feel hesitations of using the language. The accuracy of language is also necessary for students to use the language accurately and students can communicate with others.
- 3) Support students to have opportunities of using group work or pair work. During the lessons, the target of language is students can increase speaking skill because they join in group work and pair work activities. Furthermore, when teachers change the conversation, students also can get through diverse speaking.
- 4) Task speaking planning by negotiation for meaning Bailey (2005: 7) also suggested that the communication progress is the target of the language that students have the interaction in this process. The understanding language is necessary from the task of negotiating for meaning.
- 5) Guidance and practice have designed to classroom activities that involved in both transactional and interaction are speaking. The communication between people is the social purposes that call the interaction speech. While, transactional speech is the communication

of getting something done and it involves the exchange of goods or any services.

Therefore, teachers can take these above principles for teaching in speaking skills and assist students in achieving of language learning. Also, teachers need to prepare the suitable speaking activities and types of speaking test are explained in the next topic.

d. Speaking Activities

- 1) Acting form a script. Students take part in this activity by making their own script show in front of the class and teachers need to allow students to prepare to write on the dialogue before doing the performance in the classroom.
- 2) Communication games. Students join the communication game with their friends. For example, they work in pair to play the game and help each other to solve the puzzle. They might draw a picture and describe what they try to explain; students can find the differences and similarities between the pictures.
- 3) Discussion in class speaking is encouraging students to become confidently. Students will get the benefit to share their opinions solving the problems each lesson and it supports students to drop the difficult things during learning.
- 4) Questionnaires. Teachers are the major resource to help students design the questionnaire process based on the topic they need to

learn. This questionnaire activity can direct students to the basic of written work, discussion, and preparation talks.

- 5) Role play is another enjoyable activity that students can do during learning in class. For example, students would be asked to design of the situation and retelling a role of the sample of a traffic accident. One student plays as a policeman, another is acting as a bus driver, and the rest play as a victim. Students think and create a situation and retelling it in class without using scripts.
- 6) Story/text retellings involve having students retell stories or text selections that they have listened to or read. If you ask your students to read story silently, however, you should first ensure that the text is at his or her reading level. Otherwise, this activity becomes an assessment of the student's reading skills in addition to oral skills. It is especially important with retelling to be clear of the purpose of the assessment. Retelling can also be used to determine students' understanding of story structure (O'Malley and Pierce, 1996:83). In retelling, choosing to read a story or text orally to students means that you will be assessing both listening comprehension and speaking skills. Retellings are appropriate for individual assessment of students at the beginning and intermediate levels and require no preparation on the part of the student.
- 7) Reporting. Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what

they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

In sum, teachers apply speaking activities in classrooms to help students to understand more so the role of teacher is also very important in teaching in classrooms. This topic is explained as follows:

e. Test speak

Testing the ability to speak is a most important aspect of language testing. In many tests of oral production it is neither nor desirable to separate the speaking skills from the listening skills.

1) Reading Aloud

Many present-day oral tests include a test of reading aloud in which the students is given a short time to glance through an extract before being required to read it aloud. The ability to read aloud belongs to formal speech situations, it differing greatly from the ability to converse with another person in a flexible, informal way. Although reading aloud may have certain usefulness, only a few newsreaders and teachers may ever require training and testing in this particular skill. People read and converse in different ways, using different intonation patterns. Certain hesitation features and occurrences of grammatical re-patterning are peculiar to impromptu speech.

Test involving reading aloud are generally used when it is desired to assess pronunciation as distinct from the total speaking skills. The reading

text should not be given as an unseen passage to the testees; nor should the examiner attempt to assess the whole reading. It is much better if the assessment is limited to a few specific points so that the examiner knows exactly what he is assessing. In addition to the marks allotted to specific features, a mark is frequently given for ease and fluency.

A test more useful in many ways than reading aloud is the retelling of a short story or incident. In this type of examination the student is required to retell a story he has just read. If carefully constructed, such a method can assess most of the phonological elements which are otherwise tested by reading aloud. Unfortunately, it often measures other skills such as reading comprehension, memory and organization, too.

2) The Oral Interview

Like many other examinations of oral production, the scoring of the oral interview is highly subjective and thus sometimes has only low reliability. Supporters of the oral interview claim that the examination at least appears to offer a realistic means of assessing the total oral skill in a natural speech situation.

The interviewer (whether teacher or examiner) should endeavor to put the student at his ease at the beginning of the interview, adopting sympathetic attitude and trying to hold a genuine conversation (constantly making his own contribution without, at the same time, talking too much). Students can respond orally to questions about a range of topics that might include their prior knowledge, activities, and interests or preferences

(O'Malley and Pierce, 1996:11). The teacher may be interested either in the substantive information collected or in judging the student's proficiency in responding to the questions, both of which can be used for instructional planning.

The oral interview should be scored only after the student has left the room (unless two or more examiners are present – in which case one of them can sit behind the test and score. The scoring of the interview can range from an impression mark to a mark arrived at on the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, stress and intonation, grammar, vocabulary, fluency and ease of speech).

3) Group Discussion and Role Playing

Other techniques for examining oral production include group discussion and role playing. The little work which has been done on examining oral skills through group discussions has pointed to the importance of having a leader and also having something to do. The group may be given a simple problem to solve, or plans to make, or even a meal to eat; whatever the task, it will probably be less inhibiting to discussion than the situation in which a group of students simply sit in a circle.

Directed conversation examinations involve role-playing and thus include many extra-linguistic factors. Two or three students are given a situation and then assigned roles. The students then enact the roles they have been given, using appropriate registers of language, etc.

4) Story or Text Retelling

In this type students read or listen to text and then retell the main ideas or selected details. As with the other assessment activities, this type of assessment is authentic because it is based on or closely resembles actual classroom activities. Students respond orally and can be rated on how they describe the events in the story (story structure), their response to the story or text, and/or their language proficiency. Teacher or other students can ask probe questions about the text. Students at all levels of English proficiency can participate in story or text retelling. To conduct the story/text retelling, give clear directions to the students so that he or she understands the nature of the task and how he or she will be evaluated.

f. Purposes for Speaking

In David Nunan's book Bygate suggest that conversation can be analyzed in term of routines. Routines are conventional (and therefore predictable) ways of presenting information. Information routines contain frequently recurring types of information structures. These can subdivided into routines that are basically expository in nature (for example, telling a story, describing something, giving a set of instruction making a comparison), and those that are evaluative (giving an explanation, making a justification, predicting, coming to a decision). Interaction routines can be subdivided into service encounters (for example, a job interview) or social (a dinner party, a coffee break at work, etc.). When people have conversation they work interactively to reduce unpredictability

A genre is staged, purposeful, socially-constructed communicative event. Such events generally result in spoken and written texts that can be differentiated according to their generic structure and grammatical features. A conversational routine is also closely related to the concept of genre. Genre theory proposed that different speech events results in different types of text, and that these text are differentiated in terms of their overall structure and also by the kinds of grammatical items that are typically associated with them.

2. Retelling Story

a. Definition of Retelling Story.

Retelling is reading or listening that learners remember from reading or listening and retell what they recognize either through orally or in writing (Morrow. 1989:40). It is a tool for developing student's apprehension (Morrow. 1996:267; Morrow. 2005:396). Johnson (1983: 54) stated that retelling is the most directly accessing in teaching and the reaction result of the reader from the text.

Retelling signifies the reader or the listener understanding of learning's and creates new construction of character and reflects in retelling apprehension. Retelling helps readers or listeners to respond to the structure of stories regarding the personal explication of each message. It is the process of involving children in creating text and also allows interoperability between adults and young learners. Retelling motivates learners about the text for both integration and personalization

that also helps learners view what the content components of the message and how the text related to their experiences.

Also, Koskinen et al. (1988:892) explicated that retelling is a useful teaching technique to encourage students in communication, and improves an oral language comprehension. It provides the readers to separate between the point of ideas and supporting details and retelling helps students to understand the text's meaning. It advocates students to learn about the story's elements such as plot, setting, and characters. Readers or listeners retell the story from their remembering through speaking, drawing, or writing; and retelling can help students rethink to the ways of enhancing in retelling the story comprehension

b. Using Story Retelling to Develop Comprehension

Retelling is the part of speaking activities in class learning and retelling stories is an assessment tool that helps students in developing of learning English comprehension. Brown's (1975) research shows that the active participation of the young learners in stories, rehabilitation promotes an understanding of the subject. Restoration has defined in the study of Brown's ideas, thinking about the incident is a matter of stories and arrange the story events in chronological sequence. The sample of his ideas is the mental restoration of events in students to create an internal representation of the story.

The story apprehension and retelling efficiency can improve from the active participation and interaction with their peers in the restoration story through role-playing.

c. The Use of Story Retelling In The Classroom

Even though, students who do not have any experience on story retelling might face the problem of the difficulty in retelling process. In contrast, Morrow (1985) found that children have difficulty in retelling, but doing practicing in retelling a story could be helped. However, increasing the quality and training facilities for retelling can help students succeed on the story retelling process. Teachers should teach the lessons before you read or listen to the teaching content because the children would be asked to retell the story.

Moreover, the teaching is instruction also depending on the retelling target. If teachers focus on instructing intention or chronological test such as teaching children to pay attention to what happens first, second and next. Teaching or assessment students' capacity is the purpose that needs to use in class for integrating information and give a reference for the text. Teaching students and referring to each feeling or experiences that related to the text. The teaching technique of asking students to story retelling meaning by doing the pre and post discussion from stories will help to develop story retelling (Mitchell and Morrow. 1984; 1985). Morrow suggested that to practice in retelling and discussions about the quality of

retelling. Tape and role play can use to encourage students to specify their strengths and weaknesses.

Guideline for retelling. The guideline that offers about the approach to knowledge and ways of children's retelling (Morrow. 1985). He highlighted on the gathering of some structural features has described by both Fitzgerald and Gordon; setting (introduction about characters, time, and place), Theme (the beginning situation that affect the main character to act or face a trouble), Plot (events that the main character affords to reach the goal or solving the trouble), and Resolution (problem's solution). Moreover, teachers can use the interventions as the prompt's form of questions and, use these prompts when students have difficult time in moving through retelling on their own. (Glazer and Brown.1993: 116).

Ask students to retell the story and students can say. "Not long ago I read (putting name of the story). Teachers can encourage students by asking them to retell stories to friends because their friends have never known it before. "Young students provided with the equipment from the story to help them in story retelling (Morrow 1985). Sometimes children should retell the story to others who actually do not know about.

- a) Teachers can use the following motivated words if necessary.
 - a. If students face the problem in the beginning, teachers should suggest them to start with these words "Once upon a time "or" one there was...."

- b. If students cannot continue stories and stop retelling before the end of stories, teachers can help by urging them by asking these questions, "Can you tell what come next from a story?" and "What will happen?". However, teachers voice should make students do not feel exciting.
- c. If students stop retelling and cannot continue even though teachers help to ask the encouraging questions in B, teacher should help to ask the relevant questions to the point of view in stories. For example, "What was the reason that Hare decided to sleep ?"

Teacher need to use some words or question to motivate students when they start to retell a story. It makes the students to find others idea to build the story.

- b) When students cannot retell the story or if they do not know enough of the sequence and detailed in the retelling, teachers should help to motivate gradually them from these questions. For example;
 - a. "Once upon a time or "Once there was..."
 - b. "Who was in the story?"
 - c. "When did the story happen?" (Such as, day, night, afternoon, summer, winter?)
 - d. "Where did the story take place or happen?"
 - e. "What was the main character in the story?"

f. "How did he or she try to solve the problem in this story?

What did he or she do first from this story)?"

g. "How was the problem in a story solved?"

h. Teachers ask students to tell about "How did the story end?"

Children's capacity for story retelling will decide how much the instruction and scaffolding are needed. Scaffolding relates to adults' supporting all responses for children that they cannot answer it. Scaffolding helps children to find what they expect in doing the complete scaffolding offers the helping as much as students need, even if the teachers finish retelling of the whole story in the early guideline lesson. When children begin to find out how to deal with story retelling by themselves, then scaffolding should be reduced.

Stories retelling's sample from teachers' instruction. A six year old girl is the sample of story retelling in this section. She got the knowledge of story retelling from a teacher and she also earned the benefit in learning.

d. The Teacher Role In Teaching Story Retelling

According to Isbell (2002: 28), a teacher can use retelling to encourage students in learning by using their imagination, explaining their ideas, and students using the ideas to transfer to the plot, settings, and characters of the story. Teachers and parents are important to encourage young learners in retelling by reading to them or a teacher is a strategy to promote the related stories comprehension and explicate vocabulary (Gambrell&Dromsky, 2000; Geva& Olson, 1983; Soundy, 1993). A teacher

and parent's scaffolding to children from the storybook reading and this includes asking open-ended questions, asking students to make predictions, and engaging a child in elaboration and explication. Teachers and parents play an important role in influencing the behavior of children. One reason is clearly, the rational behavior of the adults around the children such as parents and teachers could be a sample in story retelling for children.

Story retelling is to provide a model for children and need to do it better in the processing of expressing. Teachers can use voice to show the dialogue by different activities. Story retelling is similar to the magnificent presentation so teachers can help children by retelling it slowly by animation. Then, teachers can observe how the teaching is conducted by videotape or record and make the critical teaching technique. As mentioned earlier that retelling is not commonly used in school because it is difficult and takes time for the children, but there are several ways to succeed in the retelling. The technical guidance in the classroom for the practice and improve the language skills will be able to retell the story of the children. Children can also retell the story through the tape recorder and listen by themselves, or teachers and other people listen to children retell. Stories could be retold by using a book to help. Even though young children (pre-school and kindergarten children), it has recommended starting trying to get a picture of a book to help children in story retelling. Morrow (1989) explained that prompting students in thinking can direct

them to understand in retelling. There are procedures of story telling technique in the classroom: (Sasked 2011) :

1). Pre Storytelling

As an introduction to storytelling students might tell riddles, jokes, or personal anecdotes that have some story elements. In each case, practice beforehand is required and close attention must be paid to the conclusion or punch line. To ease students into the practice of storytelling, the teacher might suggest that they make up different endings to stories that are old favorites and tell them to one another. After a story is read aloud, an individual or group could create an add-on story and tell it.

Another introductory activity is having students recall one incident in a story they have read, and telling about that incident as though they are one of the characters involved. When students are comfortable with the idea of storytelling they can choose to tell tales that appeal to them.

2) Whilst Storytelling

Students require a physical setting that allows them comfort during the storytelling, perhaps on a rug and cushions in the reading corner. Students should be encouraged to relax and to concentrate on understanding and enjoying the storytelling experience. Storytellers should find a comfortable position, look directly at the audience, tell the story as they have practiced it, and let the tale do its work.

3) Post Storytelling

Talking with students about their reading experience after the story has been told is an important way to develop their "story sense". As well, discussing what they have heard allows students to reflect on the interpretations each of them has of story and how their own unique life experiences and prior knowledge affect those interpretations. Students need time to explore thoughts and feelings about story characters and events.

e. The Advantages of Story Retelling and Teaching Speaking

According to O'Malley and Pierce story telling gives students an opportunity to speak at length, if they can, without teacher interruption in an informal setting (O'Malley and Pierce, 1996:106). Teacher can ask students to tell a story as if they were telling it to someone who is not familiar with it. Routman stated in O'Malley and Pierce book for English language learners, retelling helps developed oral language proficiency as well as reading comprehension (1996:106). J.B Heaton also said telling stories often measures other skills such as reading comprehension, memory and organization. (1975:86).

Rybold (2006:28) recommends introduce presentation by telling stories because it is the easiest and most effective. Telling story that introduces your topic draws the audience in easily. Practice your story so you do not have to read it. The advantages of a story/text retell lies in the potential for eliciting an extended amount of talk from the student. In their

book of Authentic assessment O'Malley and Pierce (1996:12) said that story/text retelling has many advantages. There is:

- Students produces oral report.
- Can be scored on content or language components.
- Scored with rubric or rating scale.
- Can determine reading comprehension, reading strategies, and language development.

3. Picture Series

a. Definition of Picture Series

Picture is something drawn or painted: a shape or set of shapes and lines drawn, painted, or printed on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or object. Sapari (in Hasnindah, 2011:8) suggested that picture series media is a series of images consisting of which tells a whole story which can be used as a line of thought, each picture can be used as a paragraph.

According to the statement above that picture series media is a media consisting of series of pictures which each picture has related among one picture with other pictures and each pictures have meaning and plot. It need to be prepared in accordance with correct order, thus becoming an interesting story.

Harmer (1988: 55), says that by showing pictures or by drawing them on the board the teacher can also ensure that the students understand the meaning of a word. The pictures are the teaching aids

which are not just an aspect of method but through their representation of places, objects, and people they are essential part of the overall experiences the teachers must help the students to cope with.

According to Wright (1989: 17), the roles of pictures in speaking and writing are as follows.

- a) Picture can motivate the students and make him or her want to pay attention and want to take part.
- b) Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train).
- c) Pictures can be described as an objective way ('this is a train.') or interpreted ('it's probably a local train.') or responded to subjectively ('I like traveling by train.')
- d) Pictures can cue responses to questions or cue substitutions through controlled practice.
- e) Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

According to Burns and Broman (1975: 11), picture will help a new topic or catch the interest of the children as they look at point and talk about them.

a. Kinds of Picture

There are three kinds of pictures, which are commonly used by the teachers in the teaching and learning English. Finocchiaro, et al. (1973:

164) divides the pictures into pictures of individual persons or individual objects, pictures of situations, and picture series.

Pictures of situation or situational pictures are pictures in which persons are doing something with objects and in which the relationship of objects and/or people can be seen. The picture series, which are also called sequenced picture, are the pictures in which the persons are doing activities in sequences.

According to Raimes (1983: 36) pairs of pictures or pictures in sequence provide for a variety of guided and free writing exercises. A picture sequence, such as a comic strip, provides the subject matter for writing narrative and for speculating about the story beyond the pictures in the strip. A set of parallel pictures-pictures that show a similar scene or tell a similar story- provides material that offers guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter.

b. Picture Selection

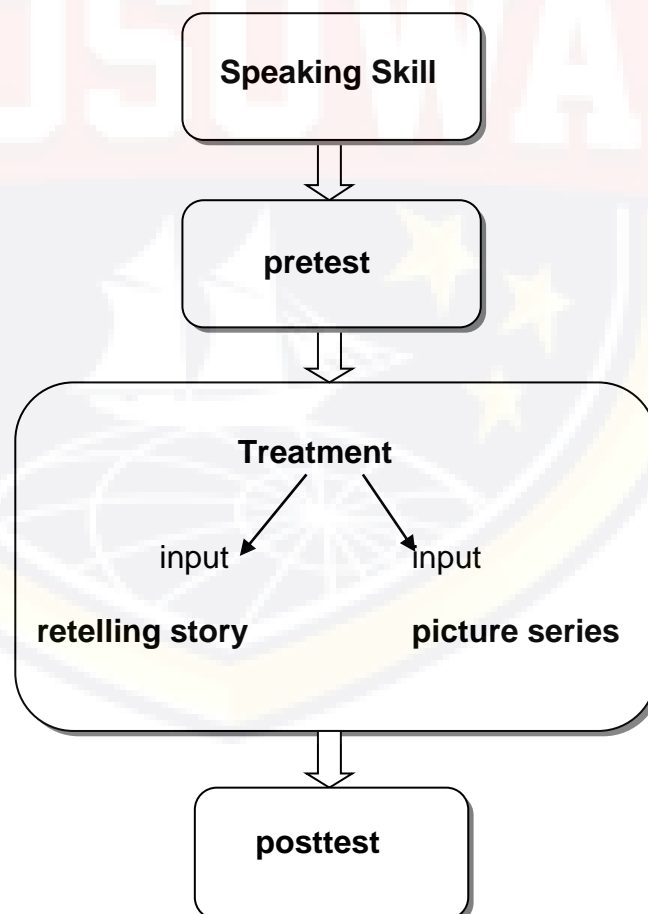
Brown and Lewis (1964: 445) say that teacher should choose the excellence of pictures. They also state five criteria about the selection of pictures as follows: is the picture sufficiently interesting to catch and hold the attention and interest of students with whom it will be used? is it sufficiently large and simple to be seen clearly? is the information portrays important to the topic being studied. They add, to get the maximum result, the pictures should be relevant, large enough to be read easily in detail,

simple reproducing, realistic rather than stylized, and integrated with the text.

In addition, Wright (1989: 2) considers that there are five criteria for selecting the pictures, they are easy to prepare, easy to organize, interesting, meaningful and authentic, sufficient and amount of language. Any teachers either teachers of advanced adult students or teacher of exam classes, or teachers of beginners can apply these five criteria.

C. Theoretical Framework

The theoretical framework of this research is stated in diagram below :



2.1. Theoretical Framework

In teaching English at SMP Negeri 34 Makassar, the writer will teach speaking in retelling story. The students' are treated by using picture series in the treatments. The writer get the result after the writer conduct the research and continue with data analyze. The strategy will be improvement whether the result of the test is significant or not.

F. Hypotheses

The hypothesis is a powerful tool in scientific inquiry. It enables us to relate theory to observation and observation to theory. The use of hypothesis has united experience and reason to produce a powerful tool for seeking truth. A hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon (Ary et al, 1985:75).

The hypotheses formulated in the research are:

1. Alternative Hypothesis (H_a): There is significant difference of the students' speaking skill after they were taught retelling story technique by using picture series.
2. Null Hypothesis (H_0): There is no significant difference of the students' speaking skill after they are taught story telling technique by using picture series.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a discussion on the methodology employed in conducting this research. The description and account below involve; research design, location of the research, variable and operational definition, instrument of the research, procedures of collecting data and technique of data analysis.

A. Research Design

The researcher applied pre-experimental study with a quantitative approach since it had purpose to solve the problem and to know whether the media were effective or not. In this study the pre-experimental design used was One-Group Pretest-Posttest. This design can be summarize as follow:

Pretest	Treatment	Posttest
O ₁	x	O ₂

(Gay, 2006:226)

Differences attributed to application of the pre-experimental treatment were then determined by comparing the pre-test and post-test score. The pre-experiment was the event planned and carried out by the researcher to gather evidence relevant to the hypothesis. In conducting an

experiment, the researcher devoted great care to the manipulation and controlled of variables and to the observation and measurement of results.

It was through such a research method that the researcher can obtained the most convincing evidence of the effect that one variable had another.

B. Location of the Research

The location of the research at SMP Negeri 34 Makassar in Jln. Mangga 3 in 2016/2017 academic year. The research would be held in January until Februari 2017.

C. Variable and Operational Definition

1) Population

The population of this research were the second year students of SMPN 34 Makassar. It divided into nine classes, from class-A until class-I. Total of the population is 290 students.

2) Sample

The writer took the class A of class VIII 2016/2017 academic year at SMPN 34 Makassar as the sample of the research. Class VIII-A consisted of 26 students. The sampling was cluster random sampling. Cluster sampling was administrated for take one from three four randomly. It is survey method in which group of sampling units are selected from a population for analysis.

3) Variable

This research classified the variables into dependent and independent variables as follows:

a. The independent variable.

The independent variable of this research used picture series.

b. The dependent variable.

The dependent variable of this research was the improvement students' speaking skill in retelling story.

D. Instrument of the Research

In this research, some instruments were used to collect the data. According to Fraenkel et al (2012, p.111), the whole process of preparing to collect data was called instrument. It means that some device such as paper and pictures could be used as instrument. In this research, the writer used four points of instruments, they were:

1. Pre-test: it gave to students, to know the students' speaking skill. The test gave as pre-test before doing the treatment. In this test, the writer gave pre-test as follow:

a. The researcher gave a story "the three little pigs" and ask the students to retell the story. The students had ten minutes to prepare their-selves.

b. Students presented in front of the class one by one and the writer would give them score as their prior knowledge.

2. Treatment: it was given to students after pre-test. The writer explained about retelling story using picture series as a media in speaking activity . So, the students could speak using retelling story technique.

The example the treatment in this research:

Speak Out !

Look at the pictures carefully and tell the story of the picture in front of the class !

The Hare and The Tortoise





Figure 3.1

Example of Picture Series (AdhityaWibawa Putra, 2014)

“ Long ago in a jungle, there was a hare. He was very fast and that made him so proud. He said that no one can beat him in race. So, one day he challenged all animals to race against him. But they refused it. But, only the tortoise accepted the challenge.

The day of the race arrived. The other animals in jungle were there to cheer them. And when the race started, the hare ran very fast, and the other hand, the tortoise walked slowly, so he was left behind.

After few minutes, the hare stopped. He thought that the tortoise would not catch him. So, the hare decided to take a rest under a tree and ran again. And then he fell asleep. But, the hare was wrong, the tortoise constantly moved along and crossed through the place hare slept.

Finally, the hare woke up and ran as fast as he could to catch the tortoise but, he was too late. The tortoise had reached the winning post and won the race.”

3. Post-test: in post test the researcher did the same way as in pre-test to know how effective retelling story using picture series on students' speaking skill. The way of post-test as follows:
 - a. The researcher gave a same story with pre-test. It was "the three little pigs".
 - b. Students presented in front of the class using their own words one by one.
 - c. The writer gave them score as their achievement in speaking.
4. Voice recorder: to know students skill in speaking clearly, the writer used voice recorder. While the students spoke in pre-test and post-test the writer recorded their voice using voice recorder.

E. Procedures of Collecting Data

There were two techniques of collecting data in this research. They were observation and test in order to support the data of teaching and learning process.

1. Observation

Writer did observation directly by applying retelling story technique and handles the class during the observation process at the eight grade students of SMPN 34 Makassar.

2. Test

In this research there were two types of test to collect data, they were pre-test and post test.

a. Pre-Test

The writer gave speaking test before treatment to the students to know the students' prior knowledge of their English Speaking skill. It was to get a basic data of students before treatment. The writer gave a story to the students. The students spoke in front of the class about the story and the writer recorded the students' voice. Then the writer gave score for the students.

b. Post-Test

After giving treatment, the writer did the post-test. The speaking test in post-test same with speaking test in pre-test. The post-test made the writer measures as the result of the treatment. It was administer to find out how far the effectiveness of retelling story using picture series on students' speaking skill.

F. Technique of Data Analysis

Technique of data analysis was the way data were analysis by the research. The technique of data analysis in this research was quantitative data analysis. In this research, the research gave score for the students' accuracy, fluency and comprehensibility. All of the result of the data as follows:

1. Accuracy

The writer used classifications of accuracy as follows:

Table 3.1. Classification of Accuracy

Classifications	Score	Criteria
Excellent	5	Pronunciation is only slightly influenced by mother tongue. A few grammatical and lexical errors but most utterance is correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue. No serious phonological errors. A few grammatical and lexical errors but only cause confusion.
Average	3	Pronunciation is influenced by mother tongue. Only a few serious phonological errors. Several grammatical and lexical errors, even some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing breakdown in communication. Many basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills are as practiced in the course.

Heaton in Syamsuria (2014:32)

2. Fluency

The writer used classifications of fluency as follows:

Table 3.2. Classification of Fluency

Classification	Score	Criteria
Excellent	5	Speaks without get an effort with a fairly range of expression. Searcher for words occasionally but only one or two unnatural pauses. Should make an effort at time to search for words. Nevertheless, smooth delivery on the whole and any a few unnaturalpauses.
Good	4	They have to make an effort at times for words. Nevertheless, smooth delivery on the whole and any a few unnatural pauses.
Average	3	Although they have to make an effort and search for words, there are not too many unnatural pauses. Fairiesmooth delivery mostly.Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression.
Poor	2	Has to make an effort for much of the time. Often, has to search for the described meaning. Rather halting delivery and fragmentary. Range of expression often limited

Very poor	1	Long pauses while he search for the desiremmeaning frequently fragmentary and halting delivery. Almost gives up making the effort attimes. Limited range of expression.
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Heaton in Syamsuria (2014:33)

3. Comprehensibility

The writer used classifications of comprehensibility as follows:

Table 3.3 classification of Comprehensibility

Classification	Score	Criteria
Excellent	5	Easy for listener to understand the speaker intonation and general meaning. Very few interruption of clarification required.
Good	4	The speaker intonation and general meaning are fairly clear. A few interruptions by the listenerfor the sakeof clarification are necessary.
Average	3	Most of the speaker say is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey message or to seek clarification.

Poor	2	The listener can understand much of what is said but he must constantly seek clarification. Can not understand many of the speaker more complex or longer sentence.
Very poor	1	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is listening to the speaker.

Heaton in Syamsuria (2014:33)

4. Students score :

$$\text{Score} = \frac{\text{Students' obtaining score}}{\text{total score}} \times 100$$

5. Rate percentage of the students' score :

$$P = \frac{F}{N} \times 100\%$$

P : percentage

F : cumulative frequency of subject

N : total number of subject

6. Calculating the mean score of students by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} : mean score

$\sum X$: total of all score

N : total number of subject

(Gay, 2006:31)

7. Finding out the significant between the pre – test and post -test by calculate the value of the t-test. The formula :

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - (\sum D)^2}}{N(N-1)}}$$

t = Test of significance

\bar{D} = The difference of mean score

$\sum D$ = The sum of difference

N = Total number of samples

1 = constant number

(Gay, 2006:31)

8. Classifying the score of students

Table 3.4. Classification of Students' Score

No.	SCORES	CRITERIA
1	86-100	Excellent
2	71-85	Very Good
3	56-70	Good
4	41-55	Fair
5	26-40	Poor
6.	Less than 25	Very poor

Depdiknas (2005 : 20)

The logo for BOSOWA (Bina Sarana Informatika) is prominently displayed in the background. It features the word "BOSOWA" in large, bold, white capital letters on a red banner. Below the banner is a shield-shaped emblem containing a white sailboat on the left, a globe in the center, and three yellow stars on the right. The entire logo is set against a light blue and white background.

CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly presents the findings of the research and discussion. The finding consists of the description of the result of data collected through test and discussion consists of explanation about the finding.

A. Findings

To collecting data the writer employed a test, which used as a pre-test and a post-test. The pre-test was applied before giving treatment where as the post-test was administrated after giving treatment.

After analyzing the data derived from the pre-test and post-test below is the result of data analysis. The data are served in some tables wich consist of some forms of analysis namely score, classification, frequency, and percentage. These findings are described as follows :

1. Students' mean score in pre-test and post-test of four elements :
 - a. Students' mean score in pre-test

The students' speaking score before giving treatment can also be seen in the following table.

Table 4.1 Students' Score in pre-test

No.	Name	Accuracy	fluency	Comprehensibility	Total	Score
1.	ADA	2	2	2	6	40
2.	ANM	3	3	3	9	60
3.	ABHS	1	1	1	3	20
4.	AMS	1	1	1	3	20
5.	ERH	2	2	1	5	33
6.	F	1	2	1	4	27
7.	FS	1	1	1	3	20
8.	HA	2	2	1	5	33
9.	IGS	2	2	2	6	40
10.	ISW	1	1	1	3	20
11.	IAM	2	2	2	6	40
12.	KFR	2	1	1	4	27
13.	ML	2	2	2	6	40
14.	MFI	2	3	2	7	47
15.	MSA	2	2	2	6	40
16.	MKP	1	1	1	3	20
17.	MRB	2	2	2	6	40
18.	NPK	2	2	4	6	40
19.	NAU	2	2	3	7	47
20.	PKD	2	2	2	6	40

21.	RB	1	1	1	3	20
22.	RH.	2	2	2	6	40
23.	RA	1	1	2	4	27
24.	RAbb	2	2	3	7	47
25.	RAN	1	1	1	3	20
26.	SNFM	1	1	1	3	20
TOTAL		43	44	43	130	868

Table 4.2. Rate Percentage in Pre-test

No	Classification	Score	X1	%
1.	Excellent	86-100	-	0%
2.	Very good	71-85	-	0%
3.	Good	56-70	1	3.84%
4.	Fair	41-55	4	15.40%
5.	Poor	26-40	13	50%
4.	Very poor	0-25	8	30.76%
Total			26	100%

Source : SMP Negeri 34 Makassar

Table 4.2 the result of students' speaking accuracy in pre-test shows that none of student got excellent and very good classification, there was 1 student (3.84%) got good classification, 4 students (15.40%)

got fair classification and 13 students (50%) got poor and 8 students (30.76%) got very poor classification.

In accuracy, the writer focused on students' pronunciation and grammar when they are doing pre-test and post-test. The writer did not find student that got excellent classification in pre-test because all of them had not perfect grammatical and pronunciation. In fluency, the writer focused on how fluent the students' speak. For student who got excellent classification (5) was student that speak with faster without disturbance to stop his speak, without thought about what he want to speak and without used fillers like aaaaa, mmmmm or eeeehhhh. But in fact, the writer did not find the student who speak faster without stopped his speaking. In comprehensibility, the writer focus on the way the students tell the story clearly, so the other people can understand what they are talking about.

a. Mean Score in Post-test

Table 4.3. Students' Score in Post-test

No.	Name	Accuracy	Fluency	Comprehensibility	Total	Score
1.	ADA	3	3	3	9	60
2.	ANM	4	4	4	12	80
3.	ABHS	3	2	3	8	54
4.	AMS	2	2	3	7	47
5.	ERH	3	3	2	8	53
6.	F	2	3	2	7	47

7.	FS	2	3	2	7	47
8	HA	3	3	2	8	53
9.	IGS	3	4	4	11	73
10.	ISW	2	3	2	7	47
11.	IAM	3	3	3	9	60
12.	KFR	3	2	2	7	47
13.	ML	3	3	3	9	60
14.	MFI	3	4	3	10	67
15.	MSA	3	3	39	9	60
16.	MKP	3	3	3	9	60
17.	MRB	3	3	3	9	60
18.	NPK	3	3	3	9	60
19	NAU	3	3	4	10	67
20.	PKD	3	3	3	9	60
21.	RB	3	3	3	9	60
22.	RH.	3	3	3	9	60
23.	RA	2	2	3	7	47
24.	RAbb	3	3	4	10	67
25.	RAN	2	2	2	6	40
26.	SNFM	2	2	2	6	40
TOTAL		72	75	74	221	1035

Table 4.4. Rate Percentage of Fluency

No	Classification	Score	X2	%
1.	Excellent	86-100	-	0%
2.	Very good	71-85	2	7.70%
3.	Good	56-70	13	50%
4.	Fair	41-55	9	34.60%
5.	Poor	26-40	2	7.70%
6.	Very poor	0-25	-	0%
Total			26	100%

Source : SMP Negeri 34 Makassar

Table 4.4 the result of students' speaking fluency in pre-test shows that none of student very poor classification, there were 2 students (7.70%) got very good classification, 13 students (50%) got good classification, and 9 students (34.60%) got fair classification and only 2 students (7.70%) got poor classification. The result showed that most of students were classified as good based on the mean score.

1. The Mean Score and Standard Deviation in Pre-test and post-test

Table 4.5 The Students' Mean Score and Standard Deviation in Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	33.39	1.70
Post-test	39.80	1.77

From table 4.5 above, we obviously saw that the mean score and standard deviation of students' post-test is greater than the mean score and standard deviation of students' pre-test.

2. Hypothesis Test

In order to know whether or not the mean score is different from the students' pre-test and post-test with T-test at the level of significant 0.05 with degrees of freedom (df) = n-1. The following table shows the result of the calculation.

Table 4.6. Level of Significance

t - test	t- table	Comprehension	Different
16.67	2.060	t-test>t-table	Significant

If the t-test value was greater than the t-table at the level of significance 0,05, thus the alternative hypothesis was accepted. In the contrary, if the t-test value was lower than t-table at the level of significance 0,05, thus the null hypothesis would be accepted.

The result of data analysis is the t-test value (16.67) was greater than the t-table value (2.060). Based on the result, hypothesis test showed that pre-test is still lower than post-test. So it can be concluded that the using retelling story through picture series as a media was effective to improve students' speaking skill at SMP Negeri 34 Makassar in second grade.

B. Discussion

This part deals with the interpretation of the findings. This part also includes the explanation of supporting data which collected for three weeks.

Before giving treatment, the writer administered a pre-test. It was intended to identify the students' prior speaking. The students were given a topic and time to prepare what the students wanted to present. They were asked for speak approximately two to four minutes. The students' score showed that the students' speaking, rate percentage and frequency of post-test was greater than pre-test.

In students' speaking accuracy based on the findings in pre-test indicated that none of students got excellent classification because all of them had bad pronunciation and gramatical errors. The most mistake in

pre-test was misunderstanding about pronunciation, and only one student got fair classification. But after treatment, there were 18 students got fair classification and 1 good classification. They had some pronunciation and grammatical errors just because influenced by mother tongue and confusion so far the listener can understand what its mean.

For poor and very poor classification, in pretest there were 15 students got poor and 10 students got very poor classification. In posttest only 7 students got poor and none of students got very poor classification. Most of them could not even finish the story. Some of them only could tell 1 paragraf.

Students' speaking accuracy based on finding in pre-test was 1.65 and classified as poor and post-test was 2.73. The mean score of post-test was greater than pre-test. The writer found that there were some factors influencing the students' speaking in accuracy, namely their mother tongue, mispronunciation, grammar and less vocabulary. The students got better result after giving treatment. Students' presented in front of class room longer in post-test than in pre-test. Eventhough they were still moderately influenced by the mother tounge, but no serious phonological errors.

In students' speaking fluency based on the findings in pre-test indicate that none of student got excellent classification, very good and fair classification because all of them had many pauses in speaking to think about what they want to speak, they always repeat some words many

times and they did not finish the story. There were 10 students got very poor classification and 14 students got poor classification. But in posttest, there were 3 students got good classification because all of them spoke with fast and nicely, even though they had to stop but it was not too long. There were 17 students got fair classification because classification because all of them spoke normally and they had time to think what they want to speak. And only 3 students got poor classification. None of students got very poor classification.

Students' speaking in fluency based on the findings, the result of the research showed that the students' score in pre-test was 1.69 and post-test was 2.88.. The mean score of students' fluency in post-test was greater than pre-test. Basically the students' speaking fluency was lower in pre-test. Some of the students made many unnatural pauses. Retelling story by using picture series made him can describe the whole story.

The picture helped them to understand the story, so they not only memorized the story but understood it. They made an effort at times for words. Nevertheless, smooth delivery on the whole and any a few unnatural pauses.

Students' speaking in comprehensibility based on the findings in pre-test was 1.65 and post-test was 2.84. The mean score of students' post-test was greater than pre-test. The writer found that some of the students didn't understand what they said but its enhanced after giving the

treatment. Most of them say was easy to follow and the intonation and general meaning are fairly clear.

Based on the discussion above we can conclude that the students' score in accuracy, fluency, and comprehensibility was greater in post-test than pre-test. The writer found out that in post-test the students could finish the whole story well. And they could tell the story by their own word with little improvisation. Some of them can tell the story fluently and some students made few unnatural pauses but still easy to understand.

In doing treatment, the writer found during the treatment that the students had many chance to speak with accurate and fast. They had good spirit and enthusiasm in studying. The language that they produced during the treatments is generally more natural and authentic.

The mean score of students in pre-test was 33.39 and students' post-test was 39.80. The students' mean score in post-test was greater than the students' mean score in pre-test. The gain of students' score in pre-test and post-test was 3.5. For standard deviation of students' pre-test was 1.7 and standard deviation of students' post-test was 1.77. The standard deviation of students' post-test was greater than standard deviation of students' pre-test. The t-test of students score was 17.65 and t-table was 2.060. T-table value was lower than t-test.

Finally, the result of this research showed that the implementation of retelling story by using picture series can improve students' speaking skill at the eighth grade students of SMPN 34 Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part deals with the conclusion and the second part deals with suggestion.

A. Conclusion

Based on the findings and the discussion in the previous chapter, the writer concluded that The students speaking accuracy, fluency and comprehensibility at the eighth grade students of SMPN 34 Makassar before applying retelling story using picture series was very poor but after applying retelling story using picture series, the students' speaking accuracy, fluency and comprehensibility was average. The writer found out that in post-test the students could finish the whole story well. And they could tell the story by their own word with little improvisation. Some of them can tell the story fluently and some students made few unnatural pauses but still easy to understand.

Picture series helps the students to speak faster and memorize what they want to speak. The implementation of retelling story using picture series improved the speaking skill of the eighth grade students of SMPN 34 Makassar.

B. Suggestions

Based on conclusion above, the writer offers some suggestions as follows:

1. English teacher should use picture series as one alternative among other media and retelling story technique in teaching speaking.
2. Students more interesting and enjoyable in learning English.
3. Picture is one of the media which can be found everywhere.
4. Retelling story is an interesting method to be applied in teaching English, especially speaking. Teachers be able to use some interesting theme of story such as childhood, hobby, daily activities, fairytale, etc.
5. The teacher should give more chance and guidance to listen as the one way to develop the students' speaking in the class.

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Appendix 1. Script Of Students' Speaking In Pre-Test And Post-Test.

a. Pre-test

1. ABH :

Long e go in e janggal. Hir was hir was in e he her. Hi was dat eee hi was feri en dat met met him so prot. Hi sait no wan eeee hi sait no wan bit him so in reis.

2. FS :

Long e go it e janggal. Hir was ai har. Hi was fas, hi was hi was feri fas en dat met him so pron. Hi sait (stop speaking) he sain de no on ken bi (stop speaking) hin to rais.

3. IAM :

De her en de tortois. Long e go in e janggal. He was e heir. He was feri fes en dat met him so prout. Hi sait no won ken bit him in reis. So won dei celens, wat, so won dei hi celens ol animals tu egeins, tu reis egeins him. Bat (stop speaking) bat dei refius it, bat only de tortois (stop speaking) bat onli de tol, de tortois (stop speaking) bat onli de tortois eksep de celens.

4. ANM :

Long taim in e janggal. Her was e heir. Hi was feri fas en, hi was feri faset met him so prout. Hi sait det, hi sait no wan ken bit him in reis. So wan dei hi celens ol animals in e janggal tu egein tu reis egeins him. Bat dei refuset it. Bat onli wan de tortois ekseptit de celens. (Stop talking) en de dei reis eraif ol, de older animol in e janggal wer der tu cir dem. En wen de reis star, eehh rei de heir ren ran so fas, en ran so fas en oder hen de

tortois wolk slowly so hi was lif bihain. E fiu minits de heir was stopet. De heir was stopet, de heir was stopet hi tot hi toug de tortois wuldn kac him so hi tek e res in ander tri en ran egein. In ran in ran egein.en hi fil e slip. Bat de heir bat de heir is rong, de tortois konstantli, konstantli trouk, eh konstantliiiii, konstantli muf elong en krus croug (stop speaking) en kros croug, en kros croug, en kros croug eeh wat eeh oh plais his slip. Eehh faineli de heir wok ap en de heir wok ap en ran, ran as fas as tu keic de tortois, bat eeh hi was tu lait tu leit. De tortois is dee wan on reis. Oke.

b. Post-test

1. ABH :

Long e go in e janggal, der was e her. Hi was hi was feri fest en dat met him so prout. Hi sait det no won ken bit him....him in reis. So wan dei hi celens ol animals tu reis egeins him. Bat dei refius it. Bat only de tortoise esepetit de celens. De dei of a reis eraif. De oders enimals in janggal wer der tu cir dem. En win de reis start de her ren feri fest. En de oder hen de tortois wolk sloli. So he was lef bihain.

After fiu minits, de her stopet stop. Hi toug de toug dat woild not kec him. So de her decided tu teik e res ander a tri en ran egein. En den hi fil eslip. But de her was wrong. De tortois kontan, konstantli mufit mufti elong in kroset troug de pleis her slip. Fainali de her wok wok ap en ran as his culd tu kec de tortois bat hi was tu leit, de tortoise had riset de wining pos en won de reis.

2. FS :

De her en de tortois. Long e go in e janggal, der was ai her. He was feri fas en det met him so pron. He sait det no wan ken bi him in rais. So wan dai, he, so wan dai al animals he celens..... To rais agains him. But de refus it. But onlain de tortois asepe de celens. De dai of de rais arsef. De oder animal, de oder animals in janggal war der tu kir dem. En wen de rais startit, de her de her ran feri fas en de oder, de tortois alkid slow so hi was lef bihain. After faif minits, de her stopit, so de toug de tortois wol not kec him. So de her desit to tik ares under e tri en ran ein en de hip tan etlip. But but de heir was trong, de tortois konstantli muf e long en kros trort de ples her slip. Fainali de her wok on en ran as fas he cold de kens de orkeslu. Hi was tot leit. De tortois hed refais det wening pos en won de reis.

3. IAM :

Long e go in e janggal. Der was e heir. He was feri fes en dat met him so prout. Hi sait dat no wan ken bit him in reis. So, won dei hi celens ol animals tu reis egeins him. Bat only de tortois asepe de celens. De dei if de reis araif. De oder animals in janggal wer der tu cir dem. En wen de reis start, de heir de heir ren feri fest. De oder.....en en de oder hen de tortois wolked sloli. So hi was lef bihain. After fiu minits, de heir he... de heir stop. Hi toug dat de dat de tortois wolt not kec him. So de heir desaid tu tek eres ander e tri en ren egein. En den hi fil a slip bat de heir was wrong. De tortois... de tortoise konstantli muf elong en kros troug de pleis

heir slip. Fainali de heir wok ep en ren as fes as hi cold tu kec de tortois.
But he he was tu leit. De tortois had ricit de wining pos en won de reis.

4. ANM :

De her en de tortois. Long e go in e janggal, der was e her. Hi was feri fas bend et met him so praut. So, e hi sait dat no wan ken bit him in reis, so wan dei, hiiii hi celens ol enimals to reis egeins him. Bat dei refiuset it. Bat only wan de tortois ekcepted de celens. De dei, de dei of de reis eraif. De oder enimals in janggal, wer der tu cir dem. En wen de reis start, de heir ran feri fast. En, en de oder hen, deee tortois wolk slowly so hi lef bihain. After fiu minits, de heir stoppet, hi tough de tortois wuldn kec him. So hi disait tu tek eres ander e tri en ren egein.

En den hi file slip. Bat de heir was wrong. De tortoise konstantli muf elong en kros troug deee pleis her slip. Fainali, de her wok wok ap en, de her wok ap en ran as fas as hi culd kec de tortoise. Bat hi was tu lait. De tortois had ricing de wining pos en won de reis.

Appendix 2. Documentation of The Research



Picture 1. The student was doing retelling story in pre-test.



Picture 2. The student was doing retelling story in pre-test.



Picture 3. The writer was explaining picture series.



Picture 4. The writer give treatment about picture series.



Picture 5. The student was doing retelling story in post-test



Picture 6. The student was doing retelling story in post-test



Picture 7. Researcher with students of class VIII-A in last meeting.

Appendix 3. Data of Assessment

a. Fluency

No.	Name	Pre-test (X1)	$\sum x1^2$	Post-test (X2)	$\sum x2^2$	Gain D (X2-X1)	D ²
1.	ADA	2	4	3	9	1	1
2.	ANM	3	9	4	16	1	1
3.	ABHS	1	1	2	4	1	1
4.	AMS	1	1	2	4	1	1
5.	ERH	2	4	3	9	1	1
6.	F	2	4	3	9	1	1

7.	FS	1	1	3	9	2	4
8	HA	2	4	3	9	1	1
9.	IGS	2	4	4	16	2	4
10.	ISW	1	1	3	9	2	4
11.	IAM	2	4	3	9	1	1
12.	KFR	1	1	2	4	1	1
13.	ML	2	4	3	9	1	1
14.	MFI	3	9	4	16	1	1
15.	MSA	2	4	3	9	1	1
16.	MKP	1	1	3	9	2	4
17.	MRB	2	4	3	9	1	1
18.	NPK	2	4	3	9	1	1
19	NAU	2	4	3	9	1	1
20.	PKD	2	4	3	9	1	1
21.	RB	1	1	3	9	2	4
22.	RH.	2	4	3	9	1	1
23.	RA	1	1	2	4	1	1
24.	RAbb	2	4	3	9	1	1
25.	RAN	1	1	2	4	1	1
26.	SNFM	1	1	2	4	1	1
TOTAL		44	81	75	225	31	41
Mean score		1.69	3.11	2.88	8.65	1.19	1.57

b. Accuracy

No.	Name	Pre-test (X1)	$\sum x1^2$	Post-test (X2)	$\sum x2^2$	Gain D (X2-X1)	D ²
1.	ADA	2	4	3	9	1	1
2.	ANM	3	9	4	16	1	1
3.	ABHS	1	1	3	9	2	4
4.	AMS	1	1	2	4	1	1
5.	ERH	2	4	3	9	1	1
6.	F	1	1	2	4	1	1
7.	FS	1	1	2	4	1	1
8	HA	2	4	3	9	1	1
9.	IGS	2	4	3	9	1	1
10.	ISW	1	1	2	4	1	1
11.	IAM	2	4	3	9	1	1
12.	KFR	2	4	3	9	1	1
13.	ML	2	4	3	9	1	1
14.	MFI	2	4	3	9	1	1
15.	MSA	2	4	3	9	1	1
16.	MKP	1	1	3	9	2	4
17.	MRB	2	4	3	9	1	1
18.	NPK	2	4	3	9	1	1
19	NAU	2	4	3	9	1	1

20.	PKD	2	4	3	9	1	1
21.	RB	1	1	3	9	2	4
22.	RH.	2	4	3	9	1	1
23.	RA	1	1	2	4	1	1
24.	RAbb	2	4	3	9	1	1
25.	RAN	1	1	2	4	1	1
26.	SNFM	1	1	2	4	1	1
TOTAL		43	79	72	206	29	35
Mean score		1.69	3.03	2.73	7.92	1.11	1.34

c. Comprehensibility

No.	Name	Pre-test (X1)	$\sum x1^2$	Post-test (X2)	$\sum x2^2$	Gain D (X2-X1)	D ²
1.	ADA	2	4	3	9	1	1
2.	ANM	3	9	4	16	1	1
3.	ABHS	1	1	3	9	2	4
4.	AMS	1	1	3	9	2	4
5.	ERH	1	1	2	4	1	1
6.	F	1	1	2	4	1	1
7.	FS	1	1	2	4	1	1
8.	HA	1	1	2	4	1	1
9.	IGS	2	4	4	16	2	4

10.	ISW	1	1	2	4	1	1
11.	IAM	2	4	3	9	1	1
12.	KFR	1	1	2	4	1	1
13.	ML	2	4	3	9	1	1
14.	MFI	2	4	3	9	1	1
15.	MSA	2	4	39	1	1	
16.	MKP	1	1	3	9	2	4
17.	MRB	2	4	3	9	1	1
18.	NPK	2	4	3	9	1	1
19.	NAU	3	9	4	16	1	1
20.	PKD	2	4	3	9	1	1
21.	RB	1	1	3	9	2	4
22.	RH.	2	4	3	9	1	1
23.	RA	2	4	3	9	1	1
24.	RAbb	3	9	4	16	1	1
25.	RAN	1	1	2	4	1	1
26.	SNFM	1	1	2	4	1	1
TOTAL		43	78	74	222	31	41
Mean score		1.69	3	2.84	8.53	1.92	1.57

Appendix 4. Data of Percentage

a. Fluency

No.	Class	Score	Pre-test		Post-test	
			Freq.	Percent.	Freq.	Percent.
1.	Excellent	86-100	-	0%	-	0%
2.	Very good	71-85	-	0%	3	11.54%
3.	Good	56-70	2	7.70%	17	65.39%
4.	Fair	41-55	-	0%	-	0%
5.	Poor	26-40	14	53.84%	6	23.07%
6.	Very poor	Less than 25	10	38.46%	-	0%
Total			26	100%	26	100%

b. Accuracy

No	Class	Score	Pre-test		Post-test	
			Freq.	Percent	Freq.	Percent.
1.	Excellent	86-100	-	0%	-	0%
2.	Very good	71-85	-	0%	1	3.84%
3.	Good	56-70	1	3.84%	18	69.23%

4.	Fair	41-55	-	0%	-	0%
5.	Poor	26-40	15	57.70%	7	26.93%
6.	Very poor	Less than 25	10	38.46%	-	0%
Total			26	100%	26	100%

c. Comprehensibility

No.	Class	Score	Pre-test		Post-test	
			Freq.	Percent	Freq.	Percent
1.	Excellent	86-100	-	0%	-	0%
2.	Very good	71-85	-	0%	-	0%
3.	Good	56-70	3	11.53%	14	53.85%
4.	Fair	41-55	-	0%	-	0%
5.	Poor	26-40	11	42.31%	9	34.61%
6.	Very poor	Less than 25	12	46.16%	-	0%
Total				0%		0%

Appendix 5. Mean Score of The Students' Pre-test and Post-test

1. Pre-test

a. Fluency

$$X = \frac{\sum X}{N}$$

$$X = \frac{44}{26} \quad X = 1.69$$

b. Accuracy

$$X = \frac{\sum X}{N}$$

$$X = \frac{43}{26} \quad X = 1.69$$

c. Comprehensibility

$$X = \frac{\sum X}{N}$$

$$X = \frac{43}{26} \quad X = 1.69$$

2. Post-test

a. Fluency

$$X = \frac{\sum X}{N}$$

$$X = \frac{75}{26} \quad X = 2.88$$

b. Accuracy

$$X = \frac{\sum X}{N}$$

$$X = \frac{72}{26} \quad X = 2.73$$

c. Comprehensibility

$$X = \frac{\sum X}{N}$$

$$X = \frac{74}{26} \quad X = 2.84$$

Appendix 6. Standard Deviation of Students' Pre-test and Post-test

1. Pre-test

a. Fluency

$$Sd = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$Sd = \sqrt{\frac{75 - \frac{(44)^2}{26}}{26-1}}$$

$$Sd = \sqrt{\frac{75 - \frac{(1936)}{26}}{25}}$$

$$Sd = \sqrt{\frac{75 - 74.46}{25}} \quad Sd = \sqrt{\frac{0.54}{25}}$$

$$Sd = \sqrt{0.0216} \quad Sd = 0,14$$

b. Accuracy

$$Sd = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$Sd = \sqrt{\frac{72 - \frac{(43)^2}{26}}{26-1}}$$

$$Sd = \sqrt{\frac{72 - \frac{(1849)}{26}}{25}}$$

$$Sd = \sqrt{\frac{72 - 71.11}{25}} \quad Sd = \sqrt{\frac{0.89}{25}}$$

$$Sd = \sqrt{0.0216} \quad Sd = 0,14$$

c. Comprehensibility

$$Sd = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$Sd = \sqrt{\frac{74 - \frac{(43)^2}{26}}{26-1}}$$

$$Sd = \sqrt{\frac{74 - \frac{(1849)}{26}}{25}}$$

$$Sd = \sqrt{\frac{74 - 71.11}{25}} \quad Sd = \sqrt{\frac{2.84}{25}}$$

$$Sd = \sqrt{0.1156} \quad Sd = 0,34$$

2. Post-test

a. Fluency

$$Sd = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$Sd = \sqrt{\frac{225 - \frac{(75)^2}{26}}{26-1}}$$

$$Sd = \sqrt{\frac{225 - \frac{(5625)}{26}}{25}}$$

$$Sd = \sqrt{\frac{225 - 216.34}{25}} \quad Sd = \sqrt{\frac{8.66}{25}}$$

$$Sd = \sqrt{0.3464} \quad Sd = 0,59$$

b. Accuracy

$$Sd = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$Sd = \sqrt{\frac{206 - \frac{(72)^2}{26}}{26-1}}$$

$$Sd = \sqrt{\frac{206 - \frac{(5184)}{26}}{25}}$$

$$Sd = \sqrt{\frac{206 - 199.39}{25}} \quad Sd = \sqrt{\frac{6.61}{25}}$$

$$Sd = \sqrt{0.2644} \quad Sd = 0,51$$

c. Comprehensibility

$$Sd = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$Sd = \sqrt{\frac{222 - \frac{(74)^2}{26}}{26-1}}$$

$$Sd = \sqrt{\frac{222 - \frac{(5476)}{26}}{25}}$$

$$Sd = \sqrt{\frac{222 - 210.61}{25}} \quad Sd = \sqrt{\frac{11.39}{25}}$$

$$Sd = \sqrt{0.4556} \quad Sd = 0,67$$

Appendix 7. Distribution of T-table and Analysis in T-test

Df	Level Of Significant					
	0,20	0,10	0,05	0,02	0,01	0,001
1	3,078	6.314	12.706	31.821	63.657	636.619
2	1,886	2.920	4.303	6.965	9.925	31.598
3	1,638	2,353	3.182	4.541	5.841	12.924
4	1,533	2.132	2.776	3.747	4.604	8.610
5	1,476	2.015	2.571	3.365	4.032	6.869
6	1,440	1.945	2.447	3.143	3.707	5.959
7	1.415	1.895	2.375	2.908	3.499	5.408
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.432
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1,345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.505	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.729
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.050	2.473	2.771	3.690

28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.695
30	1.310	1.697	2.042	2.457	2.750	3.646

Students' T-test :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{3.5}{\sqrt{\frac{341 - \frac{(91)^2}{26}}{26(26-1)}}$$

$$t = \frac{3.5}{\sqrt{\frac{341 - \frac{(8281)}{26}}{26(25)}}$$

$$t = \frac{3.5}{\sqrt{\frac{341 - 318.5}{650}}}$$

$$t = \frac{3.5}{\sqrt{\frac{29.5}{650}}} \quad t = \frac{3.5}{\sqrt{0.0453846154}}$$

$$t = \frac{3.5}{0.21} = 16.67$$

BIOGRAPHY



Mimin Srirahmini was born in Flores on November 17rd 1990 from the marriage of her parents Baluku and Siti Penok. She is the second child in her family. She has 1 old sister (Andi Nafsiah) and 1 young sister (Dian Nofitri).

She started her study in 1997 at SDN 25 Wailiti and she graduated in 2002. In the same year she continued her study at SMPN 3 Maumere and she graduated in 2005. After that, she continued her study at SMAN 2 Maumere and graduated in 2009.

In 2012, she continued her study at University 45 Makassar. It becomes Bosowa University. She took English Education Department in Faculty of Teacher Training and Education S1 program and she finished in 2017.