

CHAPTER I

INTRODUCTION

This chapter encompasses the introduction of the research which covers background of the research, statement of problem, the purpose of the research, hypotheses, significance of the research, limitation of the research, research methodology, clarification of key terms, and organization of the papers.

1.1 Background

Retelling story technique has been known as one of teaching activities in second or foreign language classes. One of the reasons is because it relies so much on words, offering a major and constant source of language experience for children (Wright, 1995, cited from Jianing, 2007). In addition, stories can be considered language treasures as models of language for students at different levels and ages.

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

Furthermore, as a tool of developing students' speaking skill, a media can be used in retelling story. It helps students to be more active and understand about the activities. According to Brown (2004, p.180), using a variety of media will increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop. 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 (Brown, 2004, p.180). In line with this, Harmer (2001, p. 134.) states that pictures 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.

On the other hand, Brezigar (2003) argues that retelling story nowadays increases the use of English for students. Oakley (2006) claims that retelling story is useful in assessing students' comprehension, but then it has some limitation. Meanwhile, Ma (1994, cited from Yang, 2011) believes that storytelling is an efficient teaching strategy for non-native instructors in teaching. Furthermore, Miller and Pennycuff (2008) say that retelling story has a power to improve students' speaking skill. According to Matulka (2008, 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.

Based on those explanations above, there are some researchers believe that retelling story can improve students' speaking skill, but some others not. In this case, retelling story technique stimulates how students can improve their speaking skills. Media used in order to motivate them to be able to speak is picture series. Therefore, this research tried to investigate the use of retelling story through picture series in improving students' speaking skill in eight grade students of junior high school. In addition, this research expected that retelling story using picture series could give better effects in improving students' ability in speaking. Furthermore, by using retelling story through picture series, students were expected to gain more information and explanation of many things on the story.

Hopefully, this research can give some contribution for language teaching, especially in retelling story technique.

1.2 Statement of Problems

This research is aimed at answering the following question:

“To what extent does retelling story using picture series improve students’ speaking skill at the 8th grade students of Junior high school?”

1.3 The Purpose of the Research

Based on the statement of the problem, the purpose of this research is to investigate the use of retelling story through picture series in improving students’ speaking skill at the 8th grade students of junior high school.

1.4 Hypotheses

Realizing the problem about it, the hypotheses were made related to this subject. As this research used quantitative method, the hypotheses were aimed at answering research question temporary. The research that formulates hypothesis is the research which uses quantitative method, it is the prediction about what researcher expects to find (Creswell, 2012, p.125). In line with this, Fraenkel et al (2012) simply added that hypothesis is prediction about the possible outcomes of the research (p. 83).

The hypotheses formulated in the research are:

- Ho : There is no significant difference between students speaking score in retelling story through picture series and retelling story through one sample picture: it means the technique is not effective to improve students’ speaking skill.
- H₁ : There is significant difference between students speaking score between retelling story through picture series and retelling story through one

sample picture: it means the technique is effective to improve students' speaking skill.

1.5 Significance of the Research

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

3. Professional benefit

The research can help teachers in improving the quality of teaching, teachers-students' relationship, creating collaborative learning, and also creating an interesting classroom.

1.6 Limitation of the Research

The focus on this research is to investigate the use of retelling story through picture series to improve students' speaking skills. Nevertheless, the context of

this research was limited on teaching speaking on retelling story using picture series in junior high school, especially in 8th grade students.

1.7 Research Methodology

1.7.1 Design

This research deals with improving students' speaking skill using picture series in communicating in English since it is often considered being one of some difficult aspects of language learning for the teacher to help the students with their difficulties.

In conducting the research, the writer applied quantitative research design as the research methodology. Quantitative method is a method that is dealing with statistical analysis of the data in the form of scores and numbers (Creswell, 2012, p. 19). Furthermore, this research is used quantitative experimental design which is analyzed by using t-test. The data is taken in 2 groups to identify the differences of using experimental group and control group. It is assessed by two teachers. According to Creswell (2012, p.295), experiment is testing an idea to determine whether it influences an outcomes or dependent variables. Whereas, the independent variable of this research was retelling story through picture series and the dependent variable of this research was improvement of students' speaking skill in retelling story. According to Fraenkel et al (2012, p.275), the design of the experimental group using pretest and posttest with the matching design is named as the matching-only design. The design of the matching-only design is described as follows:

$$\frac{M \ O^1 \ X \ O^2}{MO^1 \ C \ O^2}$$

Where: M: Matched subject
 O^1 : Students' speaking score in pretest
 O^2 : Students' speaking score in posttest
X : Treatment using picture series in retelling story
C : No treatment

(Adopted from Fraenkelet al, 2012, p.275)

1.7.2 Population and Sample

Fraenkelet al (2012, p. 92) explain that,

In educational research, the population of interest is usually a group of persons (students, teachers, or other individuals) who possess certain characteristics. In some cases, however, the population may be defined as a group of classrooms, schools, or even facilities. (Fraenkelet al, 2012, p. 92).

In line with this, Cresswel (2012) defines population as a group of individuals with some characteristics that can be identified by the researcher (p.142). In addition, Fraenkel et al (2012, p. 91) states that the sample is the small group of the population on the research site. The samples of this research are two classes. The first class was the experimental group and the second class was the control group. Each class consisted of 35 students and the researcher took 20 students as the sample.

1.7.3 Research Instrument

This research involved two groups, experimental group and control group. The experimental group was given the treatment by retelling story using picture series and the control group was given the treatment by retelling story using one sample picture. In addition, speaking task was used to collect the data related to students' performance on retelling story. The speaking task focused on students retelling story based on picture series for the experimental group. At the

beginning the students were given the pretest to measure their initial ability in speaking. Then, the teacher used picture series to tell the story, and then the students got the post-test on retelling story. The post-test was administered after they understood about the story using picture series.

1.7.4 Research Procedure

The procedure of this research included several steps. The steps can be seen as follows:

1. Preparing the lesson plan;
2. Conducting pilot test;
3. Explaining about narrative text and retelling story using one picture;
4. Conducting pretest;
5. Conducting the treatment, which is retelling story using picture series for Experimental group;
6. Conducting posttest.

1.7.5 Data Analysis

The data were analyzed using quantitative analysis. In other words, the data analysis was conducted to interpret data from the pre-test and post-test: the pre-test purposed to measure the initial score of speaking ability, and the post-test purposed to measure the improvement of students' speaking ability. The formative test was administered to measure the improvement of their speaking skill from the pre-test and post-test. There are some criteria to assess students' speaking task. According to Haris (testing English as a second language, 1969, cited from Rizqon, 2011), the scoring criteria of speaking are pronunciation, grammar, vocabulary, fluency, and comprehension. Meanwhile, the tests were assessed by two teachers. Second, the scores were calculated by applying the statistical analysis.

of t-test to examine the differences of pre-test and post-test from both control and experimental groups. In addition, the significance of the test was analyzed by using computer programmed of Statistical Product and Service Solution (SPSS) 20.

1.8 Clarification of Key Terms

There are some terms in this research that need to be clarified. The definitions of them are as follows:

- Pictures is one of the varieties of teaching aids which is used to explain language meaning construction, engage students in a topic, or as the basis of a whole activity (Harmer, 2001, p.134).
- Retelling story is one of the arts or crafts of narration of stories in verse/and prose (Pellowski, cited from Eliwarti, 2013). It requires the reader or listener to integrate and reconstruct the part of a story (Gibson et al., 2003)
- Speaking is an interactive process of constructing meaning that involves producing and receiving and also processing information (Brown, 1994, Burns and Joyce, 1997, cited from Nawshin, 2009).
- Narrative is a kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kind, which in turn finds a resolution (Gerrot and Wignel, 1998, p.192).

1.9 Organization of the Paper

This paper was organized in five chapters. Each chapter has some subtopics which help the reader to clarify and give detail on the information. The paper of this research is organized as follows:

Chapter I. Introduction

This chapter encompasses the introduction of the research which covers background of the research, statement of problem, the purpose of the research, hypotheses, significance of the research, limitation of the research, research methodology, clarification of key terms, and organization of the papers.

Chapter II. Theoretical Foundations

This chapter presents relevant theories to this research. In detail, this chapter explores some theoretical foundation of picture series, retelling story, and teaching speaking. It provides some effects of picture series in retelling story.

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, research subject, research instrument, research procedures, and data analysis.

Chapter IV. Research Findings and Discussions

This chapter presents the results of data analysis and the discussions. This chapter is divided into two parts; the findings of computation result and its discussions.

Chapter V. Conclusion and Suggestion

This chapter presents the conclusion and suggestion. It includes the explanation of the retelling story through picture series to improve students speaking skill and some suggestion for the further research.