

**USING STORY TELLING WITH PICTURE SERIES TO IMPROVE  
STUDENTS' SPEAKING SKILL**

*(A Classroom Action Research at the Second Grade Students of  
SMAN 4 Jeneponto)*



**THESIS**

*Submitted to the Faculty of Teacher Training and Education  
University of Muhammadiyah Makassar in Part Fulfillment  
of the Requirement for the Degree of English Department*

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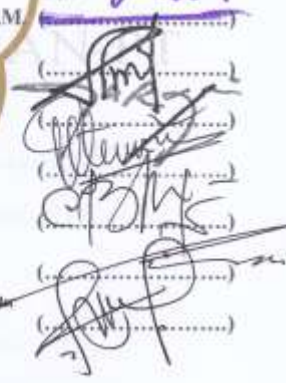
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## ABSTRACT

**NURUL AOLIYAH ROSTAM**, 2018. The English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Thesis: *Retelling Story through Picture Series to Improve Students' Speaking Skill*. Guided by Nurdevi Bte. Abdul and Muh.Arief Muhsin.

The objective of this research was to find out the significant of the improving the students' speaking skill to focus on pronunciation and vocabulary by Story Telling through Picture Series strategy at the Second Year of SMAN 4 Jeneponto and was to find out the significant of the improving students' speaking skill to focus on effectiveness with Story Telling through Picture Series strategy at the second year of SMAN 4 Jeneponto.

The researcher used Classroom Action Research (C.A.R). The researcher conducted two cycles, where each cycle consisted of four meetings. It employed speaking test as an instrument. The number subjects of the research were 31 students in class XI MIA 2. The researcher took data real from the school to know the students' speaking skill.

The result of the students' speaking test in cycle I and cycle II had significantly different scores. There was a better improvement at the end of the action of the second cycle. The research findings indicated that by applying Story Telling through Picture Series strategy could improve students' speaking skill and after evaluation in cycle I and cycle II, the mean scores improve from 6.3 in the first cycle to 7 in the second one which was categorized average. The students' speaking skill at the second year of SMAN 4 Jeneponto was in a low level before the test in the first cycle and the position of the students' speaking skill moved into a high level after the test in the second cycle. From these findings, the researcher made conclusion that by applying the Story Telling through Picture Series strategy was one of effective and interesting speaking teaching strategy that could improve the students' speaking skill in case of pronunciation, vocabulary, and effectiveness at the class XI MIA 2 of SMAN 4Jeneponto.

*Keywords: Speaking Skill, Retelling Story, Picture Series.*

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The Writer



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# CHAPTER I

## INTRODUCTION

### **A. Background**

Speaking is one of the complex skill needed to be trained continuously and surely in conductive situation. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body. Speaking become one priority in English learning process. In English learning process, the student cannot speak English well because of some factors that become problem for them, such as they are lack of vocabulary and pronunciation, lack of confidence, etc.

Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication. Speaking needs to be practiced as often as possible. To overcome the problem, teachers of English are demanded to be more creative in presenting the lesson, especially for speaking proficiency because speaking is considered as the most difficult skill to be mastered and it need an appropriate method and strategy which is suitable with their interest and their need.

Related to the statements, the researcher did pre-observation and found many problems of the students' in English class at SMAN 4 Jenepono. The researcher realizes that the problem of the students' is in their speaking proficiency. There are some factors that cause the problem. Those are; first, most of the student cannot speak English with reason they do not know how to

say what is in their mind. It indicates that they are lack in vocabulary. There was not much value in being able to produce grammatical sentence if one was not get the vocabulary that needed to convey what one wish to say (alqahtani.2015: p.13). Second, the students do mistake in pronunciation when they speak up. Basically, some of the students want to speak, but they are lack in some aspect of English such as pronunciation, vocabulary, etc. Sabouri (2016:195) understandable pronunciation is an important part of communicative competence. Individuals who have acceptable pronunciation can easily improve their language skills better that those who have weak pronunciation. Third, the students also lack of confidence. Many students think that their English is bad and feel that they cannot speak English well. The students' lack of confidence usually occurs when students realize that their conversation partner have not understood them or when they do not understand others speaker (Nakhalah.2016: p.103)

Based on that problem, the researcher would like to overcome the problem with applying retelling story through picture series as a strategy. The researcher chose retelling story trough picture series as a strategy because as long as researcher explained, speaking skill needed to be trained continuously. So, with retelling the stories the student can more interesting to speak up because that using picture in retelling story is an activity based on several sequential pictures.



## **B. Problem Statement**

Based on previous background, the researcher formulated a research question as follows:

1. What is the improvement of students' speaking skill through retelling story with picture series in terms accuracy and fluency at SMAN 4 Jenepono?
2. What is the students' respond of speaking skill through retelling story with picture series at SMAN 4 Jenepono?

## **C. Objective of the study**

Based on the problem statements above, the objectives of the research are to find out:

1. The improvements of students' speaking skill through retelling story with picture series at SMAN 4 Jenepono.
2. The students' respond of speaking skill through retelling story with picture series at SMAN 4 Jenepono.

## **D. Significance of the Study**

The significant of using Picture Series as a teaching English media for the students, the students will know the importance of understanding the story telling. They will study speaking better in this way, because they did not fell studying, they just enjoying their learning while retelling the story with unique picture. Here they can practice their speaking ability, enrich the vocabulary and know how to use English for real communication. For the researcher, teaching

with picture series will provides new educational research improve the quality of education in the future.

#### **E. Scope of The Study**

This research is limited to the use of retelling story through picture series to improve students' speaking skill. It will be focused on the students, speaking accuracy including vocabulary and pronunciation, and speaking fluency including effectiveness.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this chapter will discuss some related theories to support this study. The theories will use for the underlying requirement to solve the problems. This study will present some theories about speaking, retelling the story and the use of picture series.

#### **A. Previous Research Finding**

This part presents the previous findings by some researcher, many studies have been performed by the research related in use strategies, method, technique or media in improving students' ability in learn English. The previous related research findings were discussed as follows:

Chaerul (2017:13) said that using Pic-Pow (Picture power Point) as media is one of the strategies that can use in teaching speaking skill. With the Pic-Pow media the teacher can tech something difficult becomes easy and something that is complicated becomes simple. Selection of appropriate media as Pic-Pow media can help the teachers explain the lessons. In addition, the right media also helps learners to ideate in is soul.

Shalihah (2015:17) said that use of series picture strategy is not a new thing in teaching but also serve as a helpful method for teaching the students. The use series of pictures in classroom is effective in writing skill because many advantages can be taken. Specially, the goal of teaching learning process can be easier to reach.

Putri (2016:31) in this research wanted to improve students reading skill through picture series. Picture series is one of the media that can be used in teaching reading. Picture series is also the part of visual aids that can help the students in learning process. The way picture help is picture can be seen by the students clearly and distinctly. The student can understand the content of the whole pictures because the first picture is related to the second picture and so on.

Wahyuni (2013:26) reported from her thesis “The Effectiveness of Using Picture Series as Media in Teaching Speaking”. The students are asked to make a dialogue by their imagination based on the picture. Then, they present front of class. Picture series is more effective than single picture whenever we want to teach concept involving motion or process.

In addition about finding, Muna (2016:47) said that using picture series to language teaching and learning has positive effects on the improvement of learners’ communication skills. Picture series will encourage students to use the target language by providing support or reference point to write or talk about.

Based on the previous findings above the researcher can conclude that number of studies above discussed similar topic of the use of picture series as a strategy. The researcher would be improving students’ speaking skill especially in accuracy and fluency. This research also will make the students retell the story through picture series strategy.

Using picture as a strategy and media can improve student speaking skill because picture is one of interesting strategy in teaching English. Besides the learners can retell the story, the learners also can be easy to understand the lessons by using picture. The students look at the picture correctly and they have to describe the picture. The students require to tell the story by their own words.

## **B. Concept of Speaking**

### **1. Definition of Speaking**

Speaking is very important ability in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through spoken language. Hosni (2014:97) speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skill being simply one aspect of learning language, the spoken form in the young learner's classroom act as the prime source of language learning.

According to Nakhlah (2016:99) that speaking is the delivery of language through the mouth. To speak, we create sounds using many part of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips. Speaking is the second of four skill, which are; Listening, Speaking, Reading, and Writing skill that we learn. When two or more people speak or talk to each other, the conversation is called "dialogue". Speech can flow

naturally from one person to other in the form of dialogue. It also can be planned and rehearsed, as in the delivery of a speech or presentation.

Meanwhile, Yahya (2013:99) speaking in oral communication is one of the most common but highly complex activities necessary to be considered when teaching the English language. The focus of teaching English language, especially speaking is to improve the oral production of the students.

Speaking is probably the language skill that most the language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen to.

## **2. The Component of Speaking**

In this study the researcher focused on Accuracy and Fluency. The researcher focused on accuracy and fluency because to improve students speaking skill, the researcher should teach and hopefully can improve student vocabulary and pronunciation, so the students can speak English well and effectively.

Speaking is the production skill that included in two main categories; Accuracy and Fluency. That component of speaking can be divided as follows:

a. Accuracy

According to Srivastava (2014:55) accuracy refers to the ability of the learner to produce grammatically correct sentences. The learner should not only know correct grammatical rules of language but also able to speak and write accurately.

Accuracy covers three elements that cannot be separated one another. Accuracy consists of using vocabulary, grammar and pronunciation (Derakhshan et al., 2016: p.178)

1. Grammar

Grammar is a branch of linguistics study that deal with classes of words. A grammar plays a key role in learning the structure of English. But learning the accurate use of grammar is one thing, correctly using it in one's speech is another. Some students are good at grammar in reading and writing; but they may often make mistakes in their spoken English (wang, 2014: p.111). A grammar of forms makes the students familiar with the grammatical structures and rules designed to show how the system and subsystem of a language work (Srivastava, 2014: p.56).

The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. The students are intended to speak English which is grammatically true. However, the students often make some mistakes in putting "to be" and putting "verb" in sentence.

## 2. Vocabulary

Vocabulary refers to the words used in language. Phrases, clauses, and sentences are built up by vocabulary. Vocabulary is divided into two parts, close class and open class. The close category is one to which new items are very rarely added. It means that members are fixed and do not change. Close category/class consists of conjunction, pronoun, and preposition. Besides that, open class consists of noun, adjective, verb, and adverb. Words in the open category are usually further divided into simple and complex words.

According to Beheshti (2016:181) Vocabulary is essential for EFL learners since it is the building block of every language. Some related vocabulary and background information enable learners to generate more ideas in speaking.

## 3. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. Pronunciation becomes important because it gives meaning to what is being said. Sometimes, the listener does not understand what we are talking about because of lack in pronunciation. Pronunciation is the fact or manner of articulating utterances. Certainly, pronunciation cannot be separated from intonation and stress. Furthermore, pronunciation and stress are largely learnt successfully by imitating and repetition.



According to Ukessay (2015) pronunciation is one of the most important things that student has to master in order to communicate appropriately and fluently. The goal of pronunciation instruction is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way of pronouncing English words, they have to change the way about the sounds of those words. this is true both for individual sounds and the bigger parts of speech. Unfortunately, pronunciation instruction is sometimes ignored in English language teaching (Gilakjani, 2016: p.204).

b. Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, vocabulary, and pronunciation. Fluency is often compared with accuracy, which is concerned with the type, amount, and seriousness of mistake made. Therefore, fluency is highly complex ration relate mainly to smoothness continuity in discourse, it includes a consideration of how sentences pattern vary in word order to omit element of structure and also certain aspect of the prosily of discourse.

According to Srivastava (2014:55) fluency refers to a level of proficiency in communication. It is the ability to produce written and spoken sentences with ease, efficiency, without pauses or a breakdown

of communication. Generally, language teachers have to deal with heterogeneous students having different language background and language skills, different world views, age levels, experiences and point of view. Some students are accurate in speaking and writing but hesitate to speak in public. On the other hand, few students are fluent but not accurate. Every student wants to be accurate as well as fluent in speaking and writing. But there are many variables and kinds of learner and differences in classroom that makes teaching sometimes very challenging and interesting.

Fluency refers to the smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking. In the classroom, the students often speak English with pause, they often say “ums” or “a”. They not fluent speak English in classroom. Apart from cognitive and linguistics factors, learners’ speaking competence is influenced by affective factors. Both anxiety and self-restriction have an impact on learners’ oral proficiency.

## **C. Retelling Story and Picture Series**

### **1. Retelling Story**

According to Nizzu (2016:20) retelling Story is an oral activity where language and gestures are used in a colorful way to create scenes in a sequence. In addition, retelling is grounded in an understanding of the crucial role that oral language plays in both the formation and sharing of meaning. Eliwarti

(2013) believes that retelling story is a part of speaking activities in class it encourages students to retell a story, to speak up.

Furthermore, according to Pellowski (cited from Eliwarti, 2013: p.15) states that retelling the story is one of the arts or crafts of narration of stories in verse and prose. He also states that retelling story is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students (Pellowski, in Eliwarti, 2013: p.15). It means that, retelling story is a component of authentic assessment that can be introduced when the students demonstrate proficiency in identifying key story element. Hence, retelling story can play an important based assessment of speaking role performance.

In addition, according to Drumm (2013:25) retelling story is subject to the way a person uses oral (including body language if visual and written language, or pictures. More specifically, retelling story also helps students' express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instances, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. Retelling helps readers recall what is happening in the story, develop a sense of story structure, and become more accurate in monitoring their understanding. They can transfer this knowledge of story structure to their own story.

In this case, based on those reasons, retelling story can be an important role in performance-based assessment of speaking. It prepares students for real life task such as selecting, organizing and conveying information. Retelling

story is not an easy way to create an interactive class. The students will find some difficulties in giving information if they have no more vocabularies in conveying an idea or topic. In fact, retelling story in English is really difficult for students. They might have limited vocabulary items and they might have minim ability in pronunciation. Hence, picture series can be one of media that build students motivation, because it consists of some interesting pictures and the students can explore their ideas based on the picture series.

## **2. Picture Series**

Some experts use the term of picture series as sequences of picture in their own book. In this chapter the writer will use term of picture series instead of using term of sequences of picture for the statement of all expert in the explanation of theoretical foundation about picture. Using picture is one of the ways to explain a real situation. Picture is one of media that can make the students enjoy the lesson in the classroom. Picture are common thing in daily life and can be found everywhere. Teacher can use picture in teaching on the classroom because pictures are easy to prepare and easy to found it.

According to Muna (2016:45) picture series is a series of picture that capture the important event and put it together in sequence as represent of the whole. Picture series intended to help the students to develop their imagination. Specifically, picture series contribute as a visual to take interest and motivation of students, a sense of the context of the language, and a specific reference point or stimulus.

The way of working of picture series is similar to comic strip. Reader can easily understand the story plot by see the images and the title description. By using picture series, the attention of the students can be focused on the picture, so picture creates their inspiration.

Using picture series in teaching English language especially in speaking, also has advantages and disadvantages. Nizzu (2016:34-35) defined the advantages and disadvantages of teaching as follows:

a. Advantages of using picture series:

- 1) Picture series can help students understand something happens in sequence since picture can represent place, object, people, etc.
- 2) Picture series can guide students on vocabulary, and organization.
- 3) Picture series can visualize information brought by the teacher, information that is brought by teacher can be easily understood by students if it is shown in picture so what the students listen is also seen.

The student's memory about the information will be stronger.

b. Disadvantages of Using Picture Series:

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

### **3. Procedure**

Nizzu (2016:27-28) lists a procedures of teaching speaking with retelling story through picture series. Procedure of using picture series in the class is divided into three terms. They are pre-activity, while-activity, and

post-activity. Here are the procedures of teaching speaking through picture series.

### **Pre-activities**

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

### **While-activities**

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

### **Post Activities**

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

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

**D. Conceptual Framework**

The schematic conceptual framework is presented as follows:

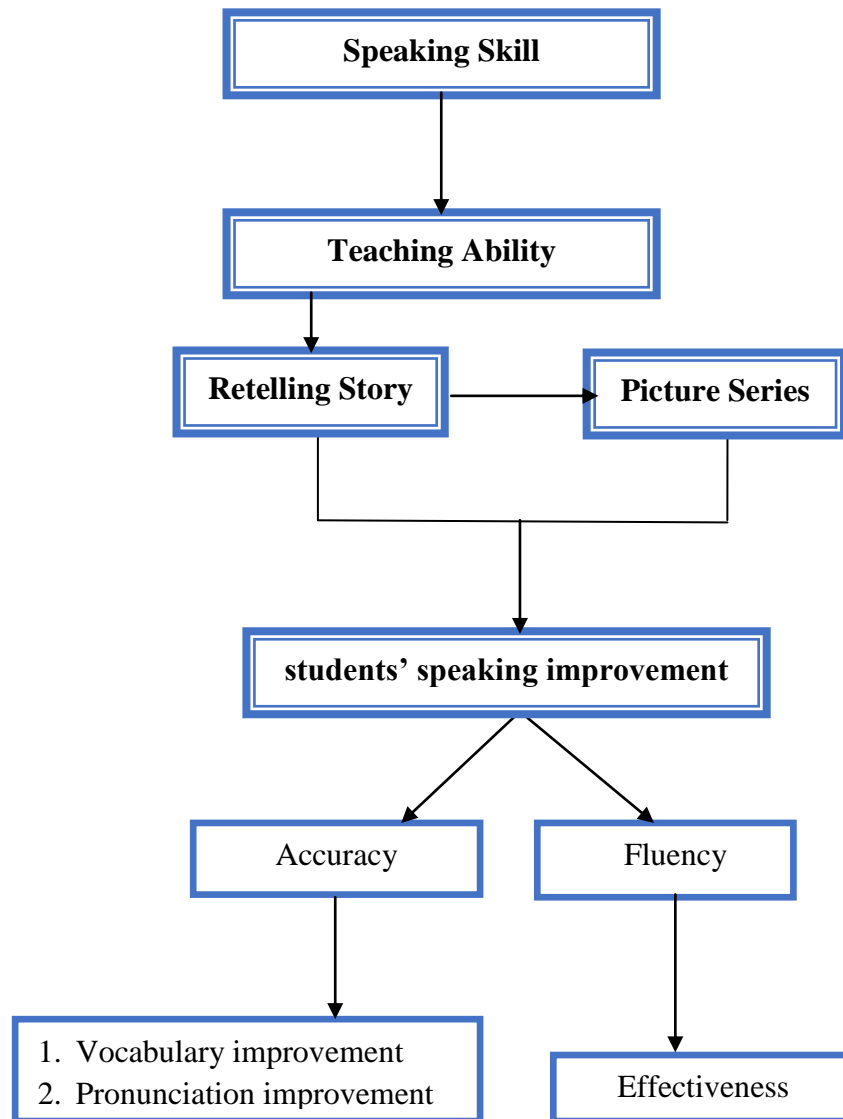


Figure 2.1 Conceptual Framework

Based on the figure above, it shows the speaking skill is the one of skill that researcher will use in teaching ability. In teaching ability, the researcher will apply the story telling through picture series as a strategy. From that strategy, the researcher will score the accuracy and fluency of the students. The accuracy in terms of vocabulary and pronunciation, and the speaking fluency in term of effectiveness. By applying a Story Telling through Picture Series, the researcher expects students' can be improving their speaking ability.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The design that used in this research is Classroom Action Research (CAR). It was conducted through two cycles to observe the students' speaking skill through story telling strategy. It consists of planning, action, observation and reflection.

Classroom Action research is largely about developing the professional disposition of teachers, is that, encouraging teachers to be continuous learners – in their classroom and of their practice. According to Khasinah (2013, p:108), Classroom Action Research is a process in which educators examine their own practice systematically and carefully using the techniques of research.

The purpose of action research is to provide teacher researchers with a method for solving everyday problems in schools, in order to improve both student learning and teacher effectiveness. According to Edglossary (2015), Action research may also be applied to programs or educational techniques that are experiencing any problem, that educators want to learn more about and improve.

#### **B. The Place and Time Research**

The research was conducted at SMA Negeri 4 Jeneponto at Jl. Poros Takalar-Jeneponto, Bangkala Barat, Kabupaten Jeneponto, Sulawesi Selatan. This research was conducted start from 18 September to 09 October 2018.

The researcher chose SMA Negeri 4 Jeneponto as a place of research because the school is a school that is receptive to researchers to develop methods in teaching. Besides that, the school also has an easily accessible location by researcher.

### C. Research Subject

The subject of this research was the second grade students of SMA Negeri 4 Jeneponto in 2017-2018 academic years. The class consist of 31 students.

### D. Research Procedure

In this research, the researcher used the CAR principles to collect the data. This research was divided into two cycles, they are first and second cycle and each cycle was the series of activities which have close relation. The relation of the second cycle was continued and repairing from the first cycle. It aims to observe the retelling story through picture series to improve students' speaking skill.

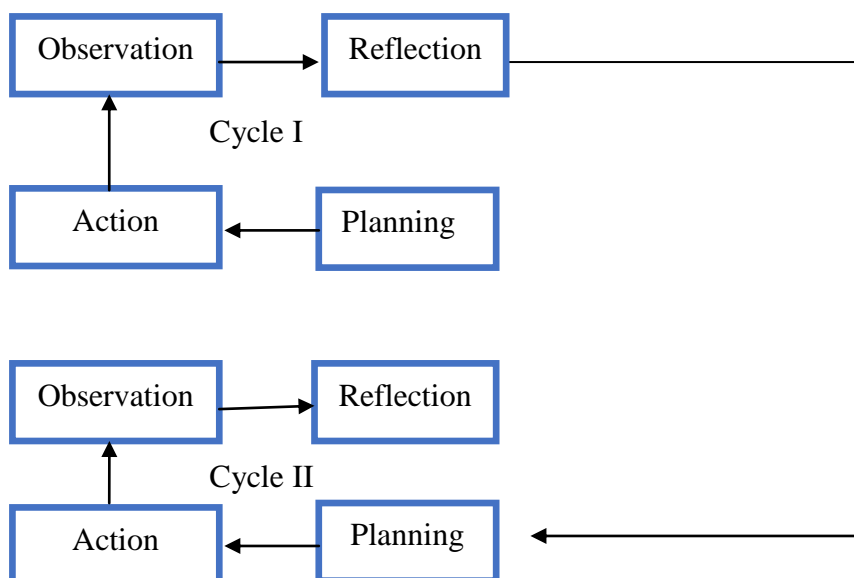


Figure 3.1 The cycle of Class Action Research

## Cycle I

### 1. Planning

The researcher and student collaborator discuss some preparation such as, preparing the strategy, designing the lesson plan, preparing instructional material and media, and preparing the measurement of students' success for outcome.

### 2. Action

- a. The researcher explained about the story telling.
- b. The researcher asked the student to tell the story.
- c. The researcher showing how to retelling that story.
- d. The researcher asked the student's problem when speaking with retelling story.
- e. The teacher made a conclusion about the material.

### 3. Observation

- a. Observing about the students' present.
- b. Observing about all activity of student is every meeting in order the researcher can measure of the students' ability.
- c. Doing the evaluation which uses the result of the study to know how far their improvement.

### 4. Reflection

The reflection is made after analyzing the data. A reflection stage is the process of giving judgment and responds toward action done in class. Through

reflection, the action is evaluated to see whether or not the cycle needs to be continued or not. In this case, the result of data analysis was checked with predetermine criteria of success in order to draw the conclusion. If the result of data analysis has match for the criteria of success, the action is finish. However, if the result is not match, there would be another cycle by revising plan.

## **Cycle II**

### **1. Planning**

In order to implicate the collaborative classroom action research, the researcher and student as collaborator discuss some preparation such as, preparing the strategy, designing the lesson plan, preparing instructional material and media, and preparing the measurement of students' success for outcome.

### **2. Action**

- a. The teacher reviews the learning materials that explain in the first cycle.
- b. The teacher created a problem. In the process of learning, teacher provided one or more question to student in need of reflection in determining the answer.
- c. The researcher asked the student's problem when speaking with retelling story.
- d. The teacher made a conclusion about the material.

### 3. Observation

In the reality the observation is finish in cycle II is almost some with the result observation at cycle I.

### 4. Reflection

The reflection is made after analyzing the data. A reflection stage in the process of giving judgment and responds toward action is finish in the class.

## **E. Research Instrument**

The researcher used observation checklist and tests to assess and examine the students' speaking skill. The researcher will give test in every cycle to find out the students' improvement and progress in their speaking skill. Kind of the test that researcher used was retelling the story through picture series.

## **F. Procedure of Collecting Data**

There are some methods of collecting data. They are observation and test. In this case, the technique of data collection use in this research as follows:

1. Observation, it aims to find out the students' participation during the teaching and learning process. In this case, the researcher acts as an active observer. The researcher interacts with the students' and observes their speaking skill such as their grammar, vocabulary, self-confidence, and pronunciation.

2. Test, is used to get data about the student speaking comprehension ability after implementing action in each cycle. The research use test namely speaking test.
- a. The test was to knowing the pronunciation and vocabulary of the student from retelling the story, that is given each and cycle.
  - b. Diagnostic test used to know the student achievement in speaking comprehension before applying method.
  - c. Evaluation test used to know achievement in speaking comprehension after applying method in cycle I and cycle II.

The scoring test criteria for accuracy:

a. Pronunciation

Classification	Score	Criteria
Excellent	6	Pronunciation only very slightly influenced by the mother tongue two or three grammatical errors.
Very good	5	Pronunciation only very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but must utterance is correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.
Average	3	Pronunciation seriously influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more errors cause confusing.
Poor	2	Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in communication many “basic” grammatical and lexical errors.
Very poor	1	Serious grammatical errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of language skills and practiced in the course.

(Arief, 2016: p.16-17)

b. Vocabulary

Classification	Score	Criteria
Very Good	91-100	Using the vocabulary and idioms like native speakers
Good	76-90	Sometimes using the inappropriate vocabulary
Average	61-75	Often using the inappropriate vocabulary, the conversation becomes limited because the students vocabulary.
Poor	51-60	Using the wrong vocabulary so it is difficult to understand
Very Poor	< 50	The vocabulary is very limited

(Hayati, 2017: p.11)

The scoring test criteria for Fluency:

Classification	Score	Criteria
Very Good	91-100	They speak affectively without any missing words understanding is very well
Good	76-90	They speak effectively, occasionally missing words
Average	61-75	They speak sometimes hasty, made understanding slow very simple speech on common social topic
Poor	51-60	They are hasty and understanding is too little for the simplest type of conversation
Very Poor	< 50	They are very hasty and no sentence understood

(Asrullah, 2014: p.31)

## G. Data Analysis

To analyze the data, the researcher employs the formula as follows:

1. Scoring the students' correct answer pre-test and post-test.

$$\text{Score} = \frac{\text{student correct answer}}{\text{the number of item}} \times 100$$

2. Classifying the score of the students' pre-test and post-test

Score 91-100 : Very good

Score 76-90 : Good

Score 61-75 : Average

Score 51-60 : Poor

Score <50 : Very poor.

3. Computing the frequency and the rate percentage of the students' scores:

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

Where:

P : Percentage

F : Frequency

N : The total number of students

(Gay, 2006)

4. Calculating the mean score of the students

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

Where:

$\bar{X}$  : Mean score.

$\sum x$  : The sum of all the score.

N : Total number of students,

(Gay, 2006)



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. The Mean Score of The Students' Speaking Skill

The mean score of the students' speaking skill focus on speaking accuracy including pronunciation and vocabulary, and speaking fluency including effectiveness by retelling story through picture series strategy is presented as follows:

**Table 4.1 The Students' Mean Score of Speaking Skill through Retelling Story with Picture Series**

Indicator	Mean score		
	D-Test	Cycle I	Cycle II
Pronunciation	59.8	66.7	76.7
Vocabulary	66.2	69.3	75.1
Effectiveness	60.4	65.0	71.4
$\sum x$	186.8	196.3	216.7
$\bar{X}$	6.0	6.3	7

The table 4.1 above shows the indicators in the students' speaking skill. The students' speaking skill focus on pronunciation before implementing Retelling Story through Picture Series strategy (Diagnostic

Test) is 59.6. It is classified as a poor category, but after implementing Retelling Story Through Picture Series Strategy in cycle I, the mean score becomes 66.7. It is greater than diagnostic test ( $59.6 > 66.7$ ), it is also classified as a poor category but it is greater. Although, there is an improvement of the students' speaking skill in pronunciation indicator. But, after doing section again in cycle II, the students' mean score becomes 76.7. It was greater than cycle I and diagnostic test ( $59.6 > 66.7 > 76.7$ ) and it is also classified as a poor category but it is too greater. It means that there is an improvement of students' speaking skill in pronunciation indicator from cycle I to cycle II and from D-test to cycle II.

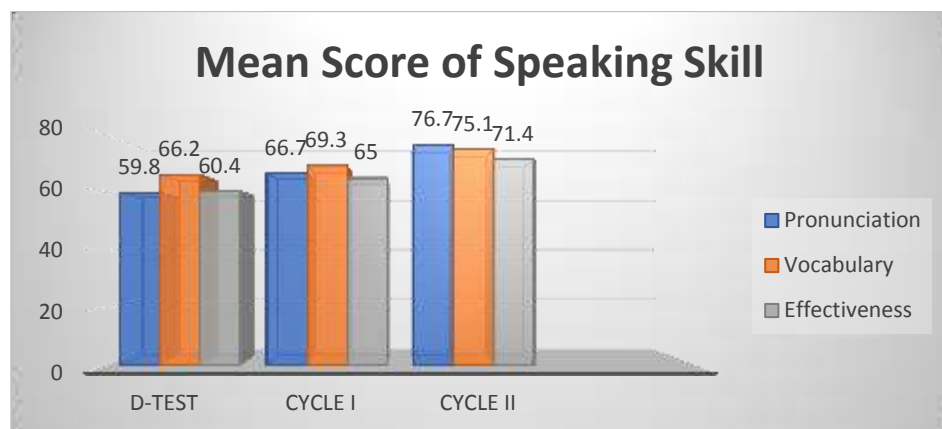
The table 4.1 above also shows that the students' speaking skill to focus of vocabulary before implementing Retelling Story through Picture Series strategy (D-Test) is 66.2. But, after implementing Retelling Story through Picture Series strategy in cycle I, the mean score becomes 69.3. It is greater than diagnostic test ( $66.2 > 69.3$ ). Although, there is an improvement of the students' speaking skill to focus on vocabulary. But, after doing section again in cycle II, the students' mean score becomes 75.1. It was too greater and cycle I and diagnostic test ( $66.2 > 69.3 > 75.1$ ). It means that there is an improvement of students' speaking skill.

Besides that, the table 4.1 also shows that the students' speaking skill to focus on effectiveness before implementing Retelling Story through Picture Series strategy (D-Test) is 60.4. But, after implementing Retelling Story through Picture Series strategy in cycle I, the mean score becomes

65.0. It is greater than diagnostic test (60.4 > 65.0). Although, there is an improvement of the students' speaking skill to focus on vocabulary. But, after doing section again in cycle II, the students' mean score becomes 71.4. It was too greater and cycle I and diagnostic test (60.4 > 65.0 > 71.4). It means that there is an improvement of students' speaking skill.

The mean score of the students' speaking skill through Retelling Story with Picture Series strategy include the indicators of pronunciation, vocabulary, and effectiveness can be also seen clearly in the charts below:

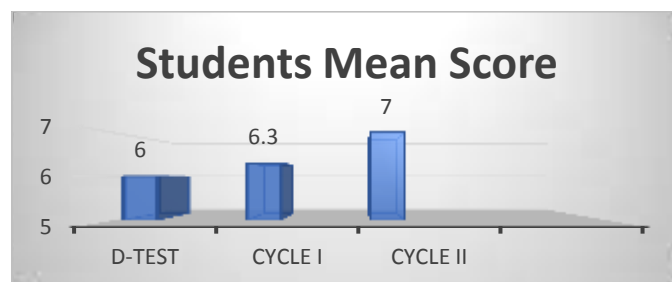
**Chart 4.1. The Students' Mean Scores of Speaking Skill**



**a. The Mean Score**

The mean score of the students' speaking skill in D-Test, Cycle I, and Cycle II is presented by the chart below :

**Chart 4.2 The Mean Score of Students Speaking Skill**



The chart 4.2 above indicates that the mean score of the students' speaking skill is 6.0 in D-Test while in cycle I the mean score is 6.3 and 7 in cycle II. From that finding above, it could be indicated that there was a significant improvement in applying story telling through picture series strategy in improving the students' speaking skill.

**b. The Classification of The Students' Score**

The implementation of stories telling strategy in improving students' speaking skill can be seen in difference by considering the result of the students' Diagnostic Test and the students' ability after taking the action in cycle I and cycle II through the implementation of stories telling strategy in teaching and learning process.

**Table 4.2 The Percentage of the Students' Speaking Skill for Accuracy (Pronunciation)**

CLASSIFICATION	RANGE	D-TEST		CYCLE I		CYCLE II	
		F	%	F	%	F	%
Excellent	91-100	-	-	-	-	-	-
Very Good	76-90	-	-	4	12.9%	7	22.5%
Good	61-75	18	58%	18	58%	22	70.9%
Average	51-60	12	38.7%	7	22.5%	1	3.2%
Poor	36-50	-	-	-	-	-	-
Very Poor	<35	1	3.2%	1	3.2%	1	3.2%

The table 4.2 above shows that the percentage of the students' speaking skill for pronunciation diagnostic test indicated that 1 student

(3.2%) get very poor, 12 students (38.7%) get average, 18 students (58%) get good, and none of the students for the other classification. After taking an action in cycle I by doing story telling through picture series strategy, the percentage of the students' speaking skill is 1 student (3.2%) get very poor, 7 students (22.5%) get average, 18 students (58%) get good, 4 students (12.9%) get very good, and none of the students for the excellent classification. In cycle II, the percentage of the students speaking skill is 1 student (3.2%) get very poor, 1 student (3.2%) get average, 22 students (70.9%) get good, 7 students (22.5%) get very good, and none of the students for excellent classification.

The result above also proves that the use of stories telling through picture series strategy is able to improve students' speaking skill where result of cycle II is higher than cycle I and diagnostic test (Cycle II > Cycle I, and Cycle I > Diagnostic Test).

**Table 4.3 The Percentage of the Students' Speaking Skill for Accuracy (Vocabulary)**

CLASSIFICATION	RANGE	D-TEST		CYCLE I		CYCLE II	
		F	%	F	%	F	%
Very Good	91-100	-	-	-	-	-	-
Good	76-90	-	-	8	25.8%	14	45.1%
Average	61-75	26	83.8%	21	67.7%	16	51.6%
Poor	51-60	4	12.9%	1	3.2%	-	-
Very Poor	<50	1	3.2%	1	3.2%	1	3.2%

The table 4.3 above shows that the percentage of the students' speaking skill for Vocabulary diagnostic test indicated that 1 student (3.2%) get very poor, 4 students (12.9%) get poor, 26 students (83.8%) get average, and none of students for the other classification. After taking an action in cycle I by doing story telling through picture series strategy, the percentage of the students' speaking skill is 1 student (3.2%) get very poor, 1 student (3.2%) get poor, 21 students (67.7%) get average, 8 students (25.8%) get good, and none of the students for the very good classification. In cycle II, the percentage of the students speaking skill is 1 student (3.2%) get very poor, 1 student (3.2%) get poor, 22 students (70.9%) get average, 7 students (22.5%) get good, and none of the students for very good classification.

The result above also proves that the use of story telling through picture series strategy is able to improve students' speaking skill where the result of Cycle II is higher than Cycle I and Diagnostic Test (Cycle II > Cycle I and Cycle I > Diagnostic Test).

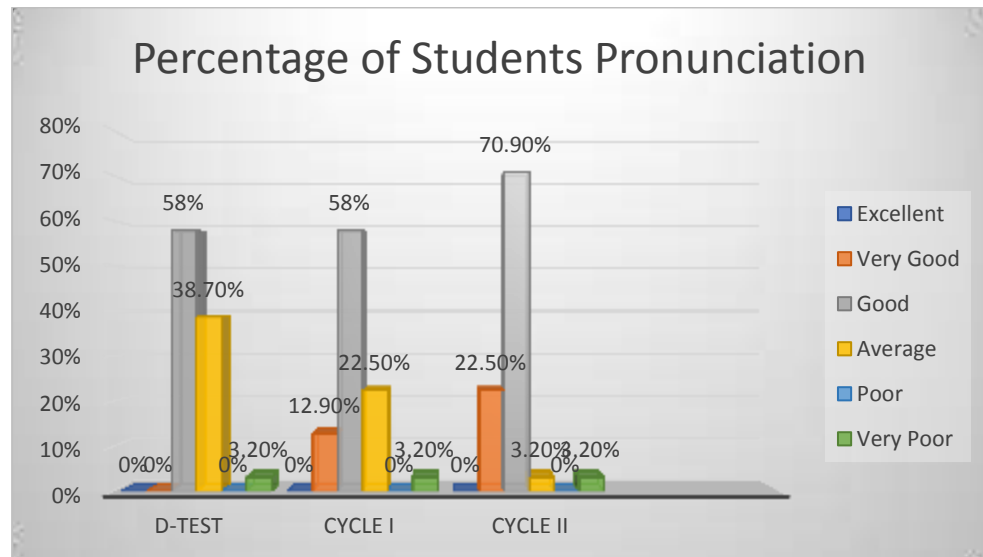
**Table 4.4 The Percentage of The Student Speaking Skill for Fluency (Effectiveness)**

CLASSIFICATION	RANGE	D-TEST		CYCLE I		CYCLE II	
		F	%	F	%	F	%
Very Good	91-100	-	-	-	-	-	-
Good	76-90	-	-	8	25.8%	12	38.7%
Average	61-75	12	38.7%	15	48.3%	14	45.1%
Poor	51-60	13	41.9%	6	19.3%	4	12.9%
Very Poor	<50	6	19.3%	1	3.2%	1	3.2%

The table 4.4 above shows that the percentage of the students' speaking skill for effectiveness diagnostic test indicated that 6 students (19.3%) get very poor, 13 students (41.9%) get poor, 12 students (38.7%) get average, and none of the students for the other classification. After taking an action in cycle I by doing story telling through picture series strategy, the percentage of the students' speaking skill is 1 student (3.2%) get very poor, 6 students (19.3%) get poor, 15 students (48.3%) get average, 8 students (25.8%) get good, and none of the students for the very good classification. In cycle II, the percentage of the students' speaking skill is 1 student (3.2%) get very poor, 4 students (12.9%) get poor, 14 students (45.1%) get average, 12 students (38.7%) get good, and none of the students for the very good classification. The result above that the use of stories telling through picture series strategy is able to improve students speaking skill where result of Cycle II is higher than Cycle I and Diagnostic Test (Cycle II > Cycle I > Diagnostic Test).

To know the percentage of the students' speaking skill clearly, following chart is presented:

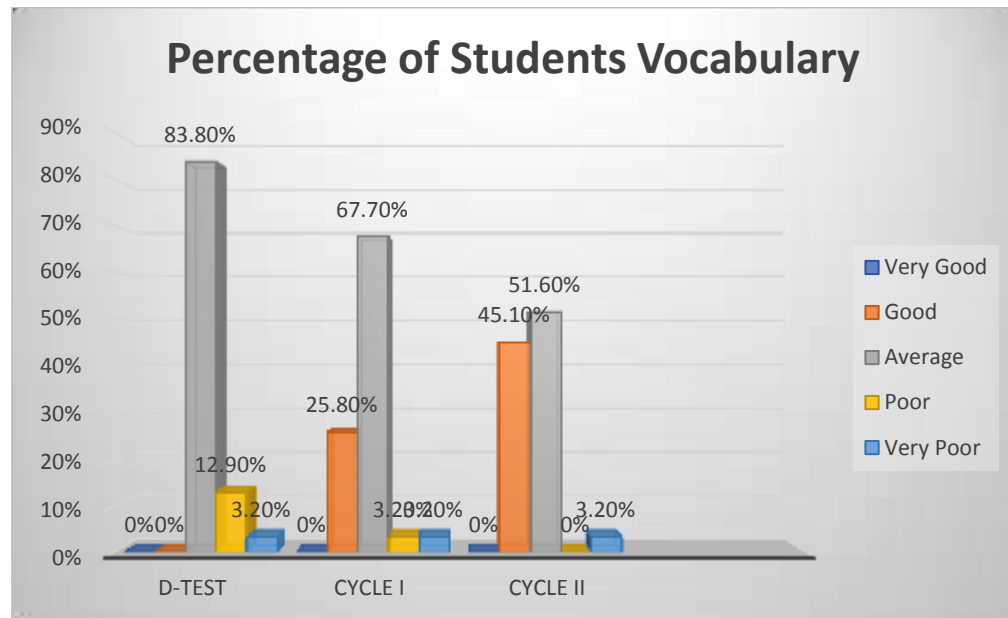
**Chart 4.3 The Percentage of The Students' Speaking Skill for Pronunciation**



The chart 4.3 above shows that the result of the students' speaking skill for pronunciation. After implementing story telling through picture series in cycle I and cycle II, the result of students' speaking skill improve significantly where cycle II is higher than D-Test and cycle I. the students' speaking skill in cycle II is 22.5 % categorized as very good, 70.9% categorized as good, 3.2% categorized as average, and 3.2% categorized as very poor. While in cycle I is lower than cycle II where the students' speaking skill in cycle I is 3.2% categorizes as very poor, 22.5% categorized as average, 58% categorized as good and 12.9% categorized as very good. The D-Test is the lowest where the students' speaking skill is 38.7% categorized as very poor, 38.7% categorized as average, and 58% categorized as good.

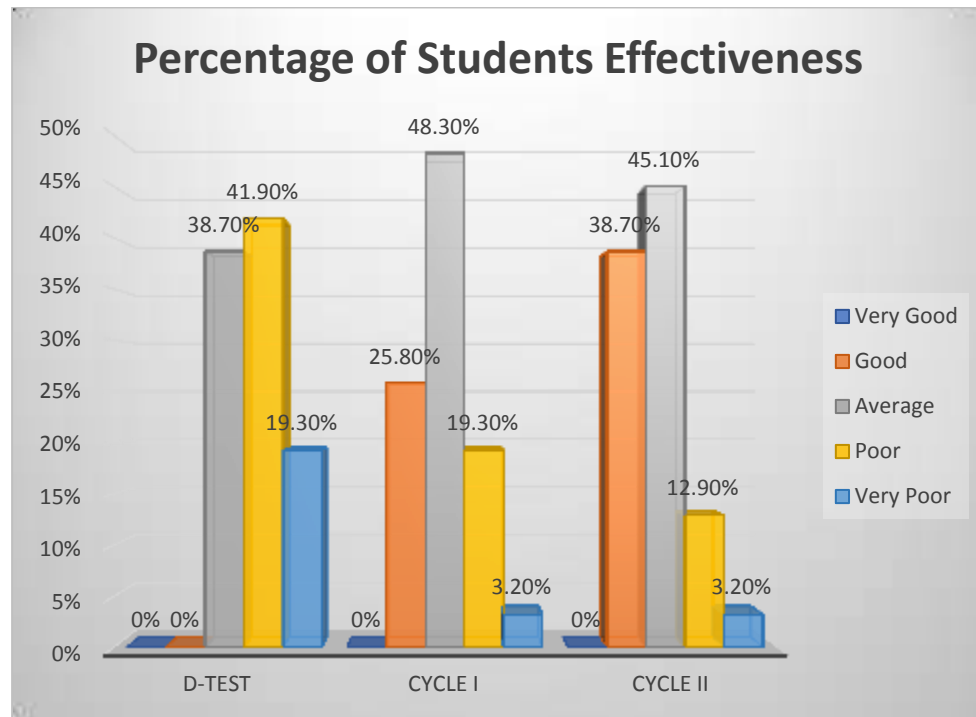


**Chart 4.4 The Percentage of The Students' Speaking Skill for Vocabulary**



The chart 4.4 above shows that the result of the students' speaking skill for vocabulary. After implementing story telling through picture series in cycle I and cycle II, the result of students' speaking skill improve significantly where cycle II is higher than D-Test and cycle I. the students' speaking skill in cycle II is 45.1% categorized as good, 51.6% categorized as average, 3.2% as very poor. While in cycle I is lower than cycle II where the students' speaking skill in cycle I is 3.2% categorizes as very poor, 3.2% categorized as poor, 67.7% categorized as average, 25.8% categorized as good. The D-Test is the lowest where the students' speaking skill is 3.2% categorized as very poor, 12.9% categorized as poor, 83.8% categorized as average.

**Chart 4.5 The Percentage of The Students' Speaking Skill for Effectiveness**



The chart 4.5 above shows that the result of the students' speaking skill for effectiveness. After implementing story telling through picture series in cycle I and cycle II, the result of students' speaking skill improve significantly where cycle II is higher than D-Test and cycle I. the students' speaking skill in cycle II is 38.7% categorized as good, 45.1% categorized as average, 12.9% categorized as poor, and 3.2% categorized as very poor. While in cycle I is lower than cycle II where the students' speaking skill in cycle I is 3.2% categorizes as very poor, 19.3% categorized as poor, 48.3% categorized as average, 25.8% categorized as good. The D-Test is the lowest

where the students' speaking skill is 19.3% categorized as very poor, 41.9% categorized as poor, 38.7% categorized as average.

## 2. The Result of The Students' Responds of Speaking Skill

The result of the students' responds of speaking skill through retelling story with picture series strategy which was conducted in 2 cycles during eight meetings was taken by the observer. It can be seen clearly through the following table:

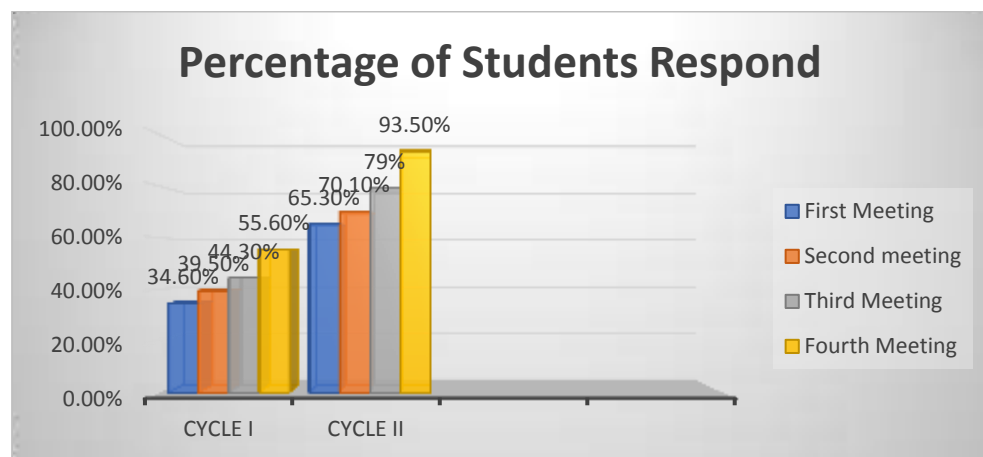
**Table 4.5 The Observation Result of Students' Respond**

Cycle	Meetings			
	I	II	III	IV
I	34.6 %	39.5%	44.3%	55.6%
II	65.3%	70.1%	79%	93.5%

The result above is formulated based on the technique of data analysis and the students' score that are collected. The table above shows that in cycle I the students' respond in each meeting. In the first meeting until the fourth meeting the students' respond are improved. It can be seen in the first meeting (34.6%), the second meeting (39.5%), the third meeting (44.3%), and the fourth meeting in cycle I (55.6%). In cycle II, the improvement of the students' responds also increase like cycle I. Where in the first meeting in cycle II the students' respond is 65.3% improved to

70.1% in the second meeting and it is greater than the first meeting. In the third meeting in cycle II the students' response improved again to 79%, and then in the fourth meeting the students' response improved to 93.5%. This improvement of the students because the students are interested in the teaching material and the students are more interested with the picture series when the students retell the stories. The results are presented in the chart below that shows the percentages of students' response in the first cycle and the second cycle.

**Chart 4.6 The Percentage of The Students' Respond**



The chart 4.6 above shows that there is improvement of students' response of speaking skill through story telling with picture series strategy where in cycle I is lower than cycle II, but after conducting cycle II, the students' response of speaking are improved.

## **B. Discussion**

In this section was conducted in SMAN 4 Jeneponto. The objective of this research was to know the improvement of students speaking skill used retelling story through picture series strategy and the students respond of speaking skill. In this research was conducted in two cycles.

From the research findings, it can be seen that the students speaking skill in using story telling through picture series strategy are improved from the first cycle to the second cycle. It proved that the technique that the researcher was successful as previous research said. Purwatiningsih (2015) argue that the story telling through picture series strategy is successful in improving students speaking ability. That happened caused the used of picture series really assisted both the teacher and the students. The picture series facilitated students learning activity more interesting.

Based on the students' respond result, it was found that the students' respond also were improved by retelling story through picture series. It proved that this research had similar findings with the previous research, Ipit (2014) found that by applying stories telling by using picture series as media can made the students very enthusiastic in learning process, the students followed and respond the activity more actively, and caused of that the students speaking skill got improved.

## **1. The Improvement of Students Speaking**

The analysis showed that using story telling through picture series strategy could influence the students to improve their speaking skill. It means that this strategy was a good strategy in teaching speaking.

The description of data collected through speaking test as explained in the previous section showed that the students' speaking performance was improved. The students' speaking performance was improved because the students felt more interesting to learn English language and more motivated to know how to speak up well. To improved students' speaking skill, the researcher used the story telling through picture series as a strategy.

The researcher explained to the students how to retell the story using picture series as media. After the students saw how to retell the story, the students began to motivated to learn English and could speak up.

It proved that students' interesting and students' motivation to speak up using picture series as media as previous research said. Purwatiningsih (2015:64) the used of media (picture series) could helped the teacher and the students. The students could enjoyed and motivated during the implementation of the technique.

## **2. The Improvement of Students Accuracy**

In the analysis of the students' speaking skill, the researcher was scored the students' speaking accuracy. That the students' speaking accuracy including the students' vocabulary and students' pronunciation. From the data collected before, the students' vocabulary and students'

pronunciation was improved. Based on explained before, the students' vocabulary and pronunciation also was improved because the students interesting and motivated.

In learn English language especially speaking skill used retelling stories through picture series as a strategy the students found more new vocabularies. If the students found the new vocabulary the students also interested and wanted to know how to pronounce that word. From the students' curiosity, could know more vocabularies and know how to pronounce. So, the students' vocabulary and pronunciation are improved.

To improve the students' accuracy, in cycle I meetings the researcher asked the students to made a story based on the picture series as media. The researcher asked the students to made a story before retell the story because the students said that they are could not to speak up if they have not a notes. So, the researcher allowed the students to made story before. When the students made a story the researcher also allowed the students to used the dictionary to found new vocabulary, after the story was done the researcher asked the students to retell the story in front of their friends and the researcher corrected the students wrong pronunciation.

In cycle II meetings, the researcher also asked the students to retell the story through picture series. In this cycle, the students familiar to used retelling story through picture series in improve their speaking skill so, the researcher asked the students to not memorizing the story but just recounting the same story with the students own words.

It proved that this research had similar findings with the previous research, Novia (2017:10) to retell the story the students was not memorizing the whole text to be retold as exactly the same sentences written in the story, but it was how the students comprehended or understood the content of the story then retold it using their own words.

### **3. The Improvement of Students' Fluency**

Based on the problem statement that was formulated by the researcher, fluency is one of the problem statements that became the target of the researcher that has been improved by stories telling through picture series strategy with aim to improve students' speaking skill.

In the analysis of the students' speaking skill, the researcher found that the students' fluency in teaching speaking by retelling the story through picture series strategy was improved. In this section, the students' fluency was including the students' effectiveness. Based on the previous chapter explained, the researcher score the students' effectiveness by the students could speak affectively without any missing words understanding was very well or not. By that standard of scores, the researcher concludes that the students' fluency (effectiveness) was improved.

The students' effectiveness was improved it was caused by the students often practiced to speak up. In the early meetings, the students were still unfamiliar to speak up well. So, the students were still hasty and have not sentences understood. Because the students' problem, the researcher gave feedback to the students. The researcher asked the students to more



practice based on retelling story through picture series as a strategy to speak up. Handayani (2018) the students fluency could improve with the researcher gave the students motivation, feedback and in expressing the story content of the picture series.

In the next meetings, the students were familiar to speak up by used stories telling through picture series. The students was speak affectively although occasionally have a missing words.

Based on the explanation above, the researcher can say that story telling through picture series strategy is an effective method in improved the students' speaking skill.

#### **4. The Improvement of Students' Respond**

In this section, to know the students' respond the researcher acts as an active observer. The researcher interacts with the students and the observation aimed to found the students' participation during the teaching and learning process.

Based on the students' respond result, the students respond got increasing from cycle I to cycle II. In this study, every cycle has four meetings for explained the materials and to practice the speaking skill.

The students' respond result improved, it was caused by the students enthusiastic in learning and teaching process at the classroom. In the first cycle, most of the students were speak up with their friends and did not pay attention in learning process. In this cycle the students was hard to

understand the material, but meeting by meetings there are some students were interesting with the learning material.

In the next cycle, most of the students were more interesting and more pay attention in learning and teaching process. In this cycle, the students more active in asking and answering the questions. The students were confidence to speak up in front of their friends. The most of the students also not only interesting in the learning material, but also most of the students could understand the researchers' explanation.

This research had similar findings with the previous research, Afriani, *etc* (2018:4) retelling story by using picture series improved students' confidence, students' enthusiasm, and students' interest in speaking skill through presenting the materials and modeling retelling stories by using picture series.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains the conclusion and the suggestion based on the research finding in the previous chapter. The researcher puts the forward of the following conclusion and suggestion:

#### **A. Conclusion**

Based on discussion that proposed in previous other chapters inferential the followings:

1. The students' speaking skill in terms of students' accuracy (pronunciation and vocabulary) and students' fluency (effectiveness) in finding is improved by using Story Telling through Picture Series strategy at Class XI MIA 2 of SMAN 4 Jeneponto, it was shown by the improvement of students' speaking skill where are proved by result of the first cycle to second cycle.
2. The students speaking skill are improved by the Story Telling through Picture Series strategy because the students at class XI MIA 2 of SMAN 4 Jeneponto are more motivated to learns vocabulary and more motivated to knows how to pronounce their words, so they can convey the stories with the picture series.

#### **B. Suggestion**

Based on the result of the study by applying Story Telling Through Picture Series strategy which had been effective in improving the students' speaking skill

especially in accuracy and fluency. The suggestions are given to the readers as follows:

1. It is suggested that the English teacher of SMAN 4 Jenepono at Class XI MIA 2 apply the Story Telling Through Picture Series strategy as one of the alternative ways to improve the students' speaking skill.
2. It is suggested to the English teachers of SMAN 4 Jenepono at Class XI MIA 2 to use this strategy to know the students' speaking skill especially is accuracy and fluency. By using this strategy, the students can use some aspects of themselves such as their audio and visual.

For next researcher is hoped to use this thesis as additional in other research related with developing students' speaking skill deeply because it's very effective strategy to do in teaching English.

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# APPENDICES



## DATA ANALYSIS

### A. The Raw Score of The Students in Cycle I and Cycle II

The total raw scores of the students' in term of pronunciation, vocabulary, and effectiveness.

#### 1. Score Classification

##### a. Diagnostic Test

NO	STUDENTS NAME	PRONUNCIATION	VOCABULARY	EFFECTIVENESS	MEAN SCORE
1	A. Khairah Yukhlifah	60	65	60	<b>5.9</b>
2	Andriani	65	65	60	<b>6.1</b>
3	Ardawati	75	65	60	<b>6.4</b>
4	Asri	55	65	60	<b>5.8</b>
5	Dwi Nurul Putri Andika	65	65	55	<b>5.9</b>
6	Fadya Faradiba	75	80	75	<b>7.4</b>
7	Harni	62	65	60	<b>6.0</b>
8	Hasnia	70	75	70	<b>6.9</b>
9	Irawati	55	65	50	<b>5.4</b>
10	Irma Utari Mansyur	62	65	70	<b>6.3</b>
11	Junita	55	60	60	<b>5.6</b>
12	Kemuning Maharani	60	70	70	<b>6.4</b>
13	Khaerunnisa	52	65	50	<b>5.3</b>
14	Muh. Fahmi Prasetyo	51	60	50	<b>5.1</b>
15	Naya Putri	62	65	50	<b>5.7</b>
16	Nurmilayanti	58	70	60	<b>6.0</b>

17	Patta Rate	65	63	60	<b>6.0</b>
18	Pira Yuniar	60	65	55	<b>5.8</b>
19	Putri Juliya	65	70	70	<b>6.6</b>
20	Putri Patrisia	70	75	65	<b>6.7</b>
21	Rafli	63	60	50	<b>5.5</b>
22	Rafly R	70	75	60	<b>6.6</b>
23	Rismawati	65	70	65	<b>6.4</b>
24	Sahid	55	65	55	<b>5.6</b>
25	Sevia Oktaviani	63	70	70	<b>6.5</b>
26	Siti Ainun Mardiah	65	70	70	<b>6.6</b>
27	St. Aminah	60	75	70	<b>6.6</b>
28	Suardi	35	35	35	<b>3.3</b>
29	Suharni	55	55	60	<b>5.4</b>
30	Syamsibar	62	65	65	<b>6.1</b>
31	Syarifah Nurdian	75	75	65	<b>6.9</b>
<b>TOTAL SCORE</b>		<b>1855</b>	<b>2053</b>	<b>1875</b>	<b>186.8</b>
<b>MEAN SCORE</b>		<b>59.8</b>	<b>66.2</b>	<b>60.4</b>	<b>6.0</b>

Mean score of the students in D-Test:

### **Pronunciation**

$$\begin{aligned}
 X_1 &= \frac{\sum X_1}{N} \\
 &= \frac{1855}{31} \\
 &= 59.8
 \end{aligned}$$

### **Vocabulary**

$$\begin{aligned}
 X_1 &= \frac{\sum X_1}{N} \\
 &= \frac{2053}{31} \\
 &= 66.2
 \end{aligned}$$

### Effectiveness

$$\begin{aligned}
 X_1 &= \frac{\sum X_1}{N} \\
 &= \frac{1875}{31} \\
 &= 60.4
 \end{aligned}$$

#### b. Cycle I

NO	STUDENTS NAME	PRONUNCIATION	VOCABULARY	EFFECTIVENESS	MEAN SCORE
1	A. Khairah Yukhlifah	65	70	63	<b>6.3</b>
2	Andriani	70	70	65	<b>6.6</b>
3	Ardawati	80	75	70	<b>7.2</b>
4	Asri	-	-	-	-
5	Dwi Nurul Putri Andika	70	70	63	<b>6.5</b>
6	Fadya Faradiba	80	85	80	<b>7.9</b>
7	Harni	70	70	65	<b>6.6</b>
8	Hasnia	80	80	78	<b>7.6</b>
9	Irawati	60	70	55	<b>5.9</b>
10	Irma Utari Mansyur	65	75	75	<b>6.9</b>
11	Junita	60	65	60	<b>5.9</b>
12	Kemuning Maharani	65	75	75	<b>7.1</b>
13	Khaerunnisa	55	70	55	<b>5.8</b>

14	Muh. Fahmi Prasetyo	55	65	55	<b>5.6</b>
15	Naya Putri	65	70	60	<b>6.2</b>
16	Nurmilayanti	60	75	65	<b>6.4</b>
17	Patta Rate	70	70	65	<b>6.6</b>
18	Pira Yuniar	65	70	63	<b>6.3</b>
19	Putri Juliya	70	75	78	<b>7.1</b>
20	Putri Patrisia	75	80	75	<b>7.4</b>
21	Rafli	65	65	61	<b>6.1</b>
22	Rafly R	75	80	70	<b>7.2</b>
23	Rismawati	70	75	75	<b>6.7</b>
24	Sahid	60	70	55	<b>5.9</b>
25	Sevia Oktaviani	65	75	78	<b>7.0</b>
26	Siti Ainun Mardiah	70	80	78	<b>7.3</b>
27	St. Aminah	65	80	75	<b>7.3</b>
28	Suardi	35	35	35	<b>3.3</b>
29	Suharni	60	60	70	<b>6.1</b>
30	Syamsibar	65	70	78	<b>6.8</b>
31	Syarifah Nurdian	80	80	76	<b>7.6</b>
<b>TOTAL SCORE</b>		<b>2070</b>	<b>2150</b>	<b>2016</b>	<b>196.3</b>
<b>MEAN SCORE</b>		<b>66.7</b>	<b>69.3</b>	<b>65.0</b>	<b>6.3</b>

Mean score of the students in Cycle I:

### **Pronunciation**

$$X_1 = \frac{\sum X_1}{N}$$

### **Vocabulary**

$$X_1 = \frac{\sum X_1}{N}$$

$$= \frac{2070}{31}$$

$$= 66.7$$

$$= \frac{2150}{31}$$

$$= 69.3$$

### Effectiveness

$$X_1 = \frac{\sum X_1}{N}$$

$$= \frac{2016}{31}$$

$$= 65.0$$

#### c. Cycle II

NO	STUDENTS NAME	PRONUNCIATION	VOCABULARY	EFFECTIVENESS	MEAN SCORE
1	A. Khairah Yukhlifah	70	75	70	<b>6.9</b>
2	Andriani	75	75	75	<b>7.2</b>
3	Ardawati	80	80	75	<b>7.5</b>
4	Asri	65	70	65	<b>6.4</b>
5	Dwi Nurul Putri Andika	75	75	70	<b>7.0</b>
6	Fadya Faradiba	85	85	85	<b>8.2</b>
7	Harni	75	75	70	<b>7.0</b>
8	Hasnia	85	80	80	<b>7.9</b>
9	Irawati	65	75	60	<b>6.4</b>
10	Irma Utari Mansyur	75	80	80	<b>7.5</b>
11	Junita	65	70	65	<b>6.4</b>

12	Kemuning Maharani	70	80	80	<b>7.5</b>
13	Khaerunnisa	65	75	60	<b>6.4</b>
14	Muh. Fahmi Prasetyo	60	70	60	<b>6.1</b>
15	Naya Putri	70	75	65	<b>6.7</b>
16	Nurmilayanti	70	80	70	<b>7.0</b>
17	Patta Rate	75	75	70	<b>7.0</b>
18	Pira Yuniar	70	75	65	<b>6.7</b>
19	Putri Juliya	75	80	80	<b>7.5</b>
20	Putri Patrisia	80	80	80	<b>7.7</b>
21	Rafli	75	70	65	<b>6.7</b>
22	Rafly R	80	80	75	<b>7.5</b>
23	Rismawati	75	80	80	<b>7.5</b>
24	Sahid	65	75	60	<b>6.4</b>
25	Sevia Oktaviani	75	80	80	<b>7.5</b>
26	Siti Ainun Mardiah	78	80	80	<b>7.6</b>
27	St. Aminah	70	80	80	<b>7.5</b>
28	Suardi	35	35	35	<b>3.3</b>
29	Suharni	65	65	75	<b>6.6</b>
30	Syamsibar	70	75	80	<b>7.2</b>
31	Syarifah Nurdian	85	80	80	<b>7.9</b>
<b>TOTAL SCORE</b>		<b>2378</b>	<b>2330</b>	<b>2215</b>	<b>216.7</b>
<b>MEAN SCORE</b>		<b>76.7</b>	<b>75.1</b>	<b>71.4</b>	<b>7</b>

Mean score of the students Cycle II :

### **Pronunciation**

$$\begin{aligned} X_1 &= \frac{\sum X_1}{N} \\ &= \frac{2378}{31} = 76.7 \end{aligned}$$

### **Vocabulary**

$$\begin{aligned} X_1 &= \frac{\sum X_1}{N} \\ &= \frac{2330}{31} \\ &= 75.1 \end{aligned}$$

### **Effectiveness**

$$\begin{aligned} X_1 &= \frac{\sum X_1}{N} \\ &= \frac{2215}{31} \\ &= 7 \end{aligned}$$

### **B. The Raw Score of Students' Respond**

The total raw scores of the students' respond of speaking through story telling with picture series are presented in the following table:

NO.	NAME	Meeting							
		Cycle I				Cycle II			
		1	2	3	4	1	2	3	4
1	A. Khairah Yukhlifah	1	1	2	2	3	3	3	4
2	Andriani	1	1	2	2	3	3	3	4
3	Ardawati	2	2	2	2	3	3	3	4
4	Asri	1	1	1	2	2	2	3	3
5	Dwi Nurul Putri Andika	1	2	2	2	3	3	3	4

6	Fadya Faradiba	2	3	3	3	3	3	4	4
7	Harni	1	2	2	2	3	3	3	4
8	Hasnia	2	3	3	3	3	3	4	4
9	Irawati	1	1	1	2	2	2	3	3
10	Irma Utari Mansyur	2	2	2	3	3	3	3	4
11	Junita	1	1	1	2	2	2	3	3
12	Kemuning Maharani	1	1	1	2	2	3	3	3
13	Khaerunnisa	1	1	1	2	2	3	3	3
14	Muh. Fahmi Prasetyo	1	1	1	2	2	3	3	3
15	Naya Putri	1	1	1	2	2	3	3	3
16	Nurmilayanti	1	1	2	2	3	3	3	4
17	Patta Rate	1	1	2	2	3	3	3	4
18	Pira Yuniar	1	1	1	2	2	3	3	3
19	Putri Juliya	2	2	2	3	3	3	3	4
20	Putri Patrisia	2	3	3	3	3	3	4	4
21	Rafli	1	1	1	2	2	2	3	3
22	Rafly R	2	2	2	3	3	3	3	4
23	Rismawati	2	2	2	3	3	3	3	4
24	Sahid	1	1	2	2	3	3	3	4
25	Sevia Oktaviani	2	2	2	3	3	3	3	4
26	Siti Ainun Mardiah	2	2	2	3	3	3	3	4
27	St. Aminah	2	2	2	3	3	3	3	4
28	Suardi	1	1	1	1	1	1	2	2
29	Suharni	1	1	1	2	2	3	3	3



30	Syamsibar	1	1	2	2	3	3	3	4
31	Syarifah Nurdian	2	3	3	3	3	3	4	4
<b>Subject (N)</b>		<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>
<b>Frequency (Fq)</b>		<b>43</b>	<b>49</b>	<b>55</b>	<b>69</b>	<b>81</b>	<b>87</b>	<b>98</b>	<b>116</b>
<b>Percentage (P)</b>		<b>34.6</b>	<b>39.5</b>	<b>44.3</b>	<b>55.6</b>	<b>65.3</b>	<b>70.1</b>	<b>79</b>	<b>93.5</b>

Notes:

4 = Sangat Aktif

3 = Aktif

2 = Kurang Aktif

1 = Tidak Aktif

### **Percentage of The Observation Result:**

#### **1. Cycle I**

a. The First Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{43}{124} x 100$$

$$P = 34.6$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{55}{124} x 100$$

$$P = 44.3$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{49}{124} x 100$$

$$P = 39.5$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{69}{124} x 100$$

$$P = 55.6$$

#### **2. Cycle II**

a. The First Meeting

c. The Third Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{81}{124} x 100$$

$$P = 65.3$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{87}{124} x 100$$

$$P = 70.1$$

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{98}{124} x 100$$

$$P = 79$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{116}{124} x 100$$

$$P = 93.5$$



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN

UPT SMA NEGERI 4 JENEPONTO  
ROSTER SEMESTER GANJIL TAHUN PELAJARAN 2018/2019

KELAS	Senin						Selasa						Rabu						Kamis						Jum								
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	
MIA.1	35	35	15	15	33	33	7	7	5	27	14	14	16	16	19	19	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	
MIA.2	33	33	33	16	19	19	14	14	15	15	5	5	36	7	7	7	28	28	28	18	18	18	18	18	18	18	18	18	18	18	18	18	
MIA.3	5	5	5	36	36	35	35	35	14	14	31	31	16	16	18	18	15	15	15	38	38	33	33	33	33	33	33	33	33	33	33	33	
HS.1	14	14	35	35	24	24	16	16	16	16	19	19	31	31	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	
HS.2	16	16	24	24	14	14	37	37	30	30	18	18	18	18	19	19	31	31	31	14	14	38	38	30	30	35	35	41	41	41	41	41	
HS.3	19	19	14	14	16	16	24	24	31	31	16	16	15	15	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	
MIA.1	17	17	17	11	11	29	29	9	9	4	4	8	8	28	28	5	5	5	23	23	4	4	5	5	5	5	5	5	5	5	5	5	
MIA.2	8	8	23	23	9	9	9	9	29	29	17	17	23	23	38	38	9	9	9	11	11	42	42	38	17	17	17	17	17	17	17	17	17
MIA.3	26	26	26	5	5	11	11	8	8	29	29	9	9	9	9	9	9	9	11	11	42	42	38	17	17	17	17	17	17	17	17	17	
HS.1	21	21	7	7	26	26	23	23	9	9	11	11	7	7	6	6	6	6	6	25	29	29	29	6	42	42	23	23	11	11	11	11	
HS.2	29	29	9	9	7	7	21	21	21	21	38	38	42	42	23	23	11	11	11	6	26	26	26	11	11	11	11	11	11	11	11	11	
HS.3	9	9	21	21	23	23	7	7	11	11	42	42	7	7	17	17	30	30	30	11	25	25	23	23	5	5	24	26	26	30	21	21	21
IPA.1	15	15	2	2	8	8	44	44	6	6	4	4	29	22	22	2	2	8	8	10	10	4	4	6	6	6	6	6	6	6	6	6	6
IPA.2	2	2	4	4	22	22	10	10	43	43	6	6	4	4	8	8	8	8	8	4	4	4	4	4	4	4	4	4	4	4	4	4	4
IPA.3	3	3	8	8	2	2	4	4	8	8	29	29	2	2	43	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
IPS.1	44	44	10	10	17	17	22	22	2	2	21	21	21	27	27	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
IPS.2	13	13	3	3	10	10	12	12	10	10	27	27	22	22	21	29	29	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
IPS.3	10	10	10	44	44	13	13	21	21	3	3	3	3	29	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

No	NAMA GURU	No	NAMA GURU	No	NAMA GURU	No	NAMA GURU	No	NAMA GURU	No	NAMA GURU
1	Muhammad Syukri, S.Pd, M. Keselra Sekolah	17	Muhammad, S.Pd	23	M.H. Saiful, S.Pd, M.Pd	29	M.H. Saiful, S.Pd, M.Pd	34	Hayati, S.Pd	40	Muhammad Aww, S.Pd
2	Urs. H. Abdul Rahman	18	Kepala Sekolah	24	Jeyanti, S.Pd	30	Mural Eka P. H, S.Pd	35	Rahmah, S.Pd	41	Kriani, S.Pd
3	Drs. Abdul Kadir	19	Matematika (Wajib)	25	Syahrul Alam, S.Pd	31	Syahrul Anisulhary A, S.Pd	36	Syahrudin, S.Pd	42	Syahrudin, S.Pd
4	Muh. Syahrir, S.Pd	20	Bhs. Inggris	26	Salsal, S.Pd	32	Ster. Dujan, S.Pd	37	Syahrudin, S.Pd	43	Samsun, S.Pd
5	Dra. Soehra Muddan	21	Bhs. Indonesia	27	Abdul Raheed, S.Pd	33	Hayati, S.Pd	38	Muh. Ibtisam Talib, SE	44	Fahriah, S.Pd
6	Mahfud, S.Pd, M.Pd	22	Biologi	28	Sunila, S.Pd	34	Hayati, S.Pd	39	Hj. Syahrinawati Amir, S.Pd		
7	Dra. Hj. Sumiyati Huseini, M. Keselra Sekolah	23	Ekonomi	29	Muhammad Aww, S.Pd	35	Jeyanti, S.Pd				
8	M. Ramdan, S.Pd	24	Prakerja & Wira Usaha	30	Mural Eka P. H, S.Pd	36	Syahrudin, S.Pd				
9	Muh. Kusman, S.Pd	25	Ekonomi	31	Syahrul Anisulhary A, S.Pd	37	Syahrudin, S.Pd				
10	Drs. Abdullillah	26	Sejarah (Peminatan)	32	Ster. Dujan, S.Pd	38	Muh. Ibtisam Talib, SE				
11	Siti Nuraini, S.Pd	27	Tik	33	Hayati, S.Pd	39	Hj. Syahrinawati Amir, S.Pd				

Jenepono, 16 Juli 2018  
Kepala Sekolah,  
  
MUHAMMAD SYUKUR, S.Pd  
NIP. 19690312 199411 1 004

- Keterangan:  
1 : 07.30-08.15  
2 : 08.15-09.00  
3 : 09.00-09.45  
4 : 09.45-10.30  
5 : 10.30-11.15  
6 : 11.15-12.00  
(strafnet)  
7 : 13.00-13.45  
8 : 13.45-14.30  
9 : 14.30-15.15  
10 : 15.15-16.00

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 4 Jeneponto

Kelas/Semester : XI/I

Mata Pelajaran : Bahasa Inggris

Kompetensi : Speaking

Topik : Retelling Story

Pertemuan Ke- : 1-4 (cycle I)

Alokasi waktu : 3 X 45 Menit

### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar

- KD 1.1 : Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- KD 2.3 : Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- KD 12.2 : Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam menceritakan kembali cerita bergambar.

## C. Indikator Pencapaian Kompetensi

Indikator KD 1.1 :

- a. Menunjukkan sikap rasa syukur kepada Tuhan Yang Maha Esa
- b. Menerapkan cerminan sikap bersyukur kepada Tuhan yang Maha Esa.
- c. Mewujudkan semangat belajar dalam kelas

Indikator KD 2.3

- a. Membentuk rasa tanggung jawab di dalam diri sendiri
- b. Menunjukkan sikap peduli terhadap teman di dalam kelas
- c. Melaksanakan komunikasi transaksional terhadap guru dan siswa lainnya.

Indikator KD 12.2 :

- a. menceritakan kembali gambar berseri

## D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menceritakan kembali teks tersebut dengan bahasa mereka sendiri
- b. Menggunakan pronunciation yang tepat.
- c. Menggunakan struktur kalimat yang tepat dan benar

## E. Materi Ajar

Gambar dari cerita yang relevan.

## F. Metode Pembelajaran

1. Pendekatan : Scientific
2. Model Pembelajaran : Cooperative pictures
3. Tehnik Pembelajaran : Series Pictures

## G. Kegiatan Pembelajaran

Tabel Kegiatan Pembelajaran

NO.	Langkah-langkah Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
1.	Pendahuluan	<ul style="list-style-type: none"><li>➤ Guru mengucapkan salam dan bertegur sapa dengan peserta didik</li><li>➤ Guru mempersilahkan peserta didik untuk berdo'a</li><li>➤ Guru Mengabsen</li><li>➤ Guru memotivasi peserta didik untuk fokus kepada materi yang akan disampaikan</li></ul>	10 Menit
2.	Kegiatan Inti	<b>Mengamati</b> <ul style="list-style-type: none"><li>➤ Guru memberi penjelasan mengenai materi story telling kepada peserta didik.</li><li>➤ Guru memperlihatkan gambar berseri serta memberikan contoh retelling story.</li><li>➤ Peserta didik memperhatikan gambar berseri beserta penjelasannya.</li><li>➤ Peserta didik menirukan</li></ul>	40 Menit

		<p>pengucapan guru, mengenai tahapan-tahapan dari story telling.</p> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>➤ Dengan bimbingan guru, peserta didik diberi kesempatan untuk mempertanyakan materi pembelajaran mengenai story telling.</li> </ul> <p><b>Memahami</b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik mempraktekkan story telling di depan kelas.</li> <li>➤ Peserta didik memahami isi dari cerita yang diceritakan.</li> <li>➤ Peserta didik menjawab pertanyaan yang diberikan oleh guru sesuai dengan gambar berseri tersebut.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>➤ Guru membagikan gambar kepada setiap individu.</li> <li>➤ Peserta didik mempersiapkan cerita yang akan diceritakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik dipilih secara acak oleh guru untuk menceritakan gambar yang telah diberikan.</li> </ul>	
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3.	Penutup	<ul style="list-style-type: none"> <li>➤ Guru menanyakan kesulitan peserta didik dalam memaparkan sebuah tahapan atau tips-tips dalam bahasa Inggris.</li> <li>➤ Guru dan siswa menyimpulkan kegiatan pembelajaran yang telah dipelajari.</li> <li>➤ Mengucapkan salam</li> </ul>	10 menit
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#### H. Sumber belajar

1. Buku teks yang relevan.
2. Gambar-gambar yang relevan

#### I. Penilaian

1. Teknik : Tes lisan/oral test
2. Bentuk : Performance
3. Pedoman Penilaian :
  - Vocabulary : 1-5
  - Pronunciation : 1-6
  - fluency : 1-5

#### Rubrik Penilaian

Score	Pronunciation	Vocabulary	Fluency
91-100	Pronunciation only very slightly influenced by the mother tongue two or three grammatical errors.		
76-90	Pronunciation only very slightly influenced by the	Using the vocabulary and	They speak affectively without



	mother tongue. A few minor grammatical and lexical errors but must utterance is correct.	idioms like native speakers	any missing words understanding is very well
61-75	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.	Sometimes using the inappropriate vocabulary	They speak effectively, occasionally missing words
51-60	Pronunciation seriously influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more errors cause confusing.	Often using the inappropriate vocabulary, the conversation becomes limited because the students vocabulary.	They speak sometimes hasty, make understanding slow very simple speech on common social topic
36-50	Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in	Using the wrong vocabulary so it is difficult to	They are hasty and understanding is too little for the simplest

	communication many “basic” grammatical and lexical errors.	understand	type of conversation
< 35	Serious grammatical errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of language skills and practiced in the course.	The vocabulary is very limited	They are very hasty and no sentence understood

Guru Pamong

Jeneponto, Oktober 2018  
Researcher

Muhammad Kusman, S.Pd.

NIP. 19670417 199702 1 001

Nurul Aoliyah Rostam

NIM. 10535603114



## Materi Ajar

Technique of Test : Oral Test

Type of Test : Performance

Retell the story below!

### Timun Mas

	<p>Long time ago, living a widow. The name is Mbok Rondo. She lived in a village near the forest. Every day she prayed to the God. She prayed to have a child.</p>
	<p>One day, Mbok Rondo met the giant to propose a child. Giant then provide she with seeds cucumber. "Plant seeds of this, Later you will soon get a female child," said the giant. "Thank you, giant," said Mbok Rondo "But there is condition, at the age of 17 years the child must be submitted with you to me," the giant reply. Without thinking long Mbok Rondo agree, because it wanted a child.</p>



Mbok Rondo want to plant the seeds cucumber. Every day Mbok Rondo start caring for the plants that grow with it as best as possible. Many months and then bear a cucumber with golden color. Fruit cucumber that the longer became larger and heavier. When the fruit is ripe, she took it, carefully slit the fruit.



Sudently, in the fruit is found in infants of women who are very beautiful. Mbok Rondo were very happy, she gave the name of the baby Timun Mas



Year after year passed, Timun Mas grown into a beautiful girl. Mbok Rondo is very proud of her. But she became very afraid, because in the anniversary Timun Mas at 17, the giant will back. The giant take back that promises to take Timun Mas. Mbok Rondo found it immediately to her daughter. "My girl, take this," she said while giving a cloth bag. "This will help fight the giant. Now flee as soon as possible," she said. So even Timun Mas immediately fled.



Giant waiting long time. He was not a patient. He knew, was that lied by Mbok Rondo. Then it was to pursue Timun Mas to forest. Giant run chase immediately Timun Mas. Near the gian, Timun Mas immediately take the handful of salt from the cloth pouch. Then salt spread it to the giant. Suddenly a wide sea also unfold.



Timun Mas ran again. But then most successful giant come closer. Timun Mas again taking bizarre objects from a cloth bag. He took the handful chili. Chili threwed to the giant. At once the tree branches and sharp thorns of the giant trap. Giant cried in pain. Timun Mas while running to save herself.



But the giant is really strong. He was again nearly captured Timun Mas. So Timun Mas is also a third issue of miraculous. She saw seeds Cucumber magic. At once grow the cucumber garden very knowledgeable. Giant very tired and hungry. He also eat the fresh cucumber with oneself. Because of too much eating, giant was slept.



Timun Mas again fled. She ran for dear life. But long run power out. More unlucky again because a giant awakened from sleep. Giant again almost catch her. Timun Mas very terrified. He also threw the last tool handful shrimp paste. Again, miracles happen. A lake of mud spread wide. Giant fall into it. Hands almost reach Timun Mas. But the lake mud is basic to withdraw it. Giant panic, he cannot breathe, then submerged.



Timun Mas relieved. She has survived, Timun Mas is also return to home to her parents. Mother's Timun Mas happy to see Timun Mas be save. She held, "Thank you, God. You have to save my girl," said Mbok Rondo. Since that time Timun Mas can live quietly with her parent. They can be happy without living in fear again

## Materi Ajar

Technique of Test : Oral Test

Type of Test : Performance

Retell the story below!

### Cinderella



One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two stepsisters. They treated Cinderella very bad and did not appreciate her.



Near from her home, there was a king's palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to attend the party. However, they did not allow her to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. While, she did not have time to sew her dress. Her mother and her sisters went to a party and left Cinderella alone at home.





She felt very sad and cried. Between her tears, suddenly a fairy godmother appeared and said “do not cry, I can send you to the ball now!”, But she kept crying and looked so sad. She said, “I do not have a dress to wear in the ball”.



The fairy godmother of course would not be worry and waved the wand to transform the Cinderella’s old clothes into the new dress which was very beautiful.



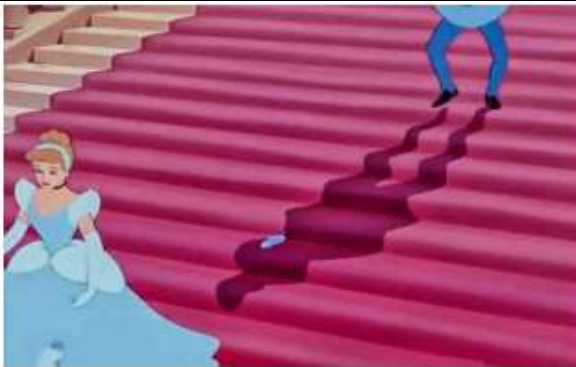
Furthermore, that fairy godmother touched Cinderella’s foot with the wand and suddenly Cinderella had beautiful glass slippers. Cinderella was shocked and said, “wow, thank you, but how I could go to the ball?”. Fairy godmother then went into the kitchen and saw four rats. She turned it into golden four horses and into a beautiful buggy. Before leaving home, the Fairy Godmother said “Cinderella, you have to go home at middle of the night, because this magic will works only until midnight!”



When Cinderella entered the palace, everyone was stunned by her beautiful face. In fact, no one recognized her because she was so different. Cinderella was so pretty with the dress and the glass slippers. A handsome prince also saw Cinderella and he fell in love. He met Cinderella and asked, “Do you want to dance?” And she said, “yes, I want to dance with you”.



Prince and Cinderella danced during the night and she was so happy at that night. She forgot the fairy godmother warning that she should go home in the middle of the night. At the last moment



Cinderella remembered her promise to the fairy godmother and went home. “I must go!”, said her. She ran quickly and one of her glass slippers left but she did not come back to pick it up.



In the next day, the prince and his bodyguards went to all the existing home. They wanted to find a woman whose foot matched with the size of the shoe. Cinderella stepsisters also tried the glass slipper but their feet do not match. When Cinderella wanted to try, her stepmother prevented and forbidden her. However, the prince said, “let her trying!”.



When Cinderella wore a glass slipper, she had a perfect leg for the shoe. The prince then recognized her and he was convinced that she was a woman who danced with him at the dance. He married Cinderella and they lived happily.

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 4 Jeneponto

Kelas/Semester : XI/I

Mata Pelajaran : Bahasa Inggris

Kompetensi : Speaking

Topik : Retelling Story

Pertemuan Ke- : 6-9 (cycle II)

Alokasi waktu : 3 X 45 Menit

### J. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### K. Kompetensi Dasar

- KD 1.1 : Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- KD 2.3 : Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- KD 12.2 : Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam menceritakan kembali cerita bergambar.

#### L. Indikator Pencapaian Kompetensi

Indikator KD 1.1 :

- d. Menunjukkan sikap rasa syukur kepada Tuhan Yang Maha Esa
- e. Menerapkan cerminan sikap bersyukur kepada Tuhan yang Maha Esa.
- f. Mewujudkan semangat belajar dalam kelas

Indikator KD 2.3

- d. Membentuk rasa tanggung jawab di dalam diri sendiri
- e. Menunjukkan sikap peduli terhadap teman di dalam kelas
- f. Melaksanakan komunikasi transaksional terhadap guru dan siswa lainnya.

Indikator KD 12.2 :

- b. menceritakan kembali gambar berseri

#### M. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- d. Menceritakan kembali teks tersebut dengan bahasa mereka sendiri
- e. Menggunakan pronunciation yang tepat.
- f. Menggunakan struktur kalimat yang tepat dan benar

N. Materi Ajar

Gambar dari cerita terkait

O. Metode Pembelajaran

4. Pendekatan : Scientific
5. Model Pembelajaran : Cooperative pictures
6. Tehnik Pembelajaran : Series Pictures

P. Kegiatan Pembelajaran

Tabel Kegiatan Pembelajaran

NO.	Langkah-langkah Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
1.	Pendahuluan	<ul style="list-style-type: none"><li>➤ Guru mengucapkan salam dan bertegur sapa dengan peserta didik</li><li>➤ Guru mempersilahkan peserta didik untuk berdo'a</li><li>➤ Guru Mengabsen</li><li>➤ Guru memotivasi peserta didik untuk fokus kepada materi yang akan disampaikan</li></ul>	10 Menit
2.	Kegiatan Inti	<b>Mengamati</b> <ul style="list-style-type: none"><li>➤ Guru memberi penjelasan mengenai materi story telling kepada peserta didik.</li><li>➤ Guru memperlihatkan gambar berseri serta memberikan contoh retelling story.</li><li>➤ Peserta didik memperhatikan gambar berseri beserta</li></ul>	40 Menit

		<p>penjelasannya.</p> <ul style="list-style-type: none"> <li>➤ Peserta didik menirukan pengucapan guru, mengenai tahapan-tahapan dari story telling.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>➤ Dengan bimbingan guru, peserta didik diberi kesempatan untuk mempertanyakan materi pembelajaran mengenai story telling.</li> </ul> <p><b>Memahami</b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik mempraktekkan story telling di depan kelas.</li> <li>➤ Peserta didik memahami isi dari cerita yang diceritakan.</li> <li>➤ Peserta didik menjawab pertanyaan yang diberikan oleh guru sesuai dengan gambar berseri tersebut.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>➤ Guru membagikan gambar kepada setiap individu.</li> <li>➤ Peserta didik mempersiapkan cerita yang akan diceritakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik dipilih secara acak</li> </ul>	
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		oleh guru untuk menceritakan gambar yang telah diberikan.	
3.	Penutup	<ul style="list-style-type: none"> <li>➤ Guru menanyakan kesulitan peserta didik dalam memaparkan sebuah tahapan atau tips-tips dalam bahasa Inggris.</li> <li>➤ Guru dan siswa menyimpulkan kegiatan pembelajaran yang telah dipelajari.</li> <li>➤ Mengucapkan salam</li> </ul>	11 menit

Q. Sumber belajar

3. Buku teks yang relevan.
4. Gambar-gambar yang relevan

R. Penilaian

4. Teknik : Tes lisan/oral test
5. Bentuk : Performance
6. Pedoman Penilaian :
  - Vocabulary : 1-5
  - Pronunciation : 1-6
  - fluency : 1-5

Rubrik Penilaian

Score	Pronunciation	Vocabulary	Fluency
6	Pronunciation only very slightly influenced by the mother tongue two or three grammatical errors.		
5	Pronunciation only very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but must utterance is correct.	Using the vocabulary and idioms like native speakers	They speak affectively without any missing words understanding is very well
4	Pronunciation is still	Sometimes	They speak



	moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.	using the inappropriate vocabulary	effectively, occasionally missing words
3	Pronunciation seriously influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more errors cause confusing.	Often using the inappropriate vocabulary, the conversation becomes limited because the students vocabulary.	They speak sometimes hasty, make understanding slow very simple speech on common social topic
2	Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in communication many "basic" grammatical and lexical errors.	Using the wrong vocabulary so it is difficult to understand	They are hasty and understanding is too little for the simplest type of conversation
1	Serious grammatical errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of language skills and practiced in the course.	The vocabulary is very limited	They are very hasty and no sentence understood

Makassar, 2018

Researcher

Nurul Aoliyah

10535603114




## Materi Ajar

Technique of Test : Oral Test

Type of Test : Performance

Retell the story below!

### Malin Kundang

	<p>Once upon a time, there was a young boy lived in West Sumatra named Malin Kundang. He lived with a poor fisherman family. His father went to sea to make a living for his family and he never came back</p> <p>to home. People made an issue about his father's death. This issue made his mother anxious every day.</p>
	<p>Several months later, his mother chose to forget about his father. She realized that she had to work hard. She did a lot of works all day and night. Unfortunately, she still didn't get enough money for her family.</p>
	<p>Malin couldn't stand with his mother's suffering. He decided to go sailing and made money. He wanted to become a rich man so he could help his mother. At first, his mother didn't allowed him to go. She was afraid Malin did not come back like his father did. At the last, Malin got his mother allowance to go</p>



Several years later, he became a rich sailor. He had many ships and crews. He was married with a beautiful girl and had three children.



One day, he had a business in an island which is his hometown. In this island he met an old lady. She hugged Malin very tightly. However, Malin scolded and pushed her.



He realized that old woman is his mother. But, he was afraid if his wife knew about his mother. So, he told the old lady to go away. He said his mother was from a rich family. Noticing about his son bad attitude, she was sad and angry. She prayed and said that Malin had to change into stone. Malin kundang even scolded her more.



After finishing his business, he went sailing back with his wife and children. On the sea, the sky instantly overcast. Heavy lighting and rain was falling. Their ship hit the rocks and crashed. Malin swayed to the shore. The magic happened. He turned into stone liked

her mother wish. It was known as Malin Kundang stone by people of West Sumatra.





## Materi Ajar

Technique of Test : Oral Test

Type of Test : Performance

Retell the story below!

### Rapunzel

	<p><i>Long ago, a king and queen had a baby daughter named Rapunzel. What her devoted parents didn't know was that Rapunzel's golden hair contained magical healing powers.</i></p>
	<p><i>A selfish old woman named Mother Gothel knew of the magic in Rapunzel's hair and wanted it to keep herself young. So she kidnapped the baby and raised her in a tower deep in the woods, never telling her that she was a princess.</i></p>
	<p><i>As Rapunzel's hair grew and grew, she loved gazing out the tower window at the lights that floated in the night sky every year on her birthday. She longed to leave the tower and see them up close, but Mother Gothel refused.</i></p>
	<p><i>Meanwhile, a young thief named Flynn Rider had stolen something special from the King's castle, and the royal guards were after him. Suddenly, he saw the perfect hiding place—a tower!</i></p>



*When Flynn Rider climbed into the tower, Rapunzel knocked him out with a frying pan. Then she secretly inspected the satchel he carried. Inside, Rapunzel found a sparkling gold object. It was so familiar.*



*Flynn Rider awoke and found himself tied to a chair with Rapunzel's long, golden hair. Rapunzel pointed to her painting of the floating lights. Tomorrow was her eighteenth birthday. If Flynn took her to see the lights, she'd return his satchel.*



*After Flynn agreed to help, Rapunzel used her hair to climb down from the tower. She'd never been outside before! But when her feet touched the grass, Rapunzel nearly burst with excitement, exclaiming, "Woo-hoo!"*



*Rapunzel and Flynn enjoyed their adventure, but they were being chased! Mother Gothel was looking for them. The royal guards were after Flynn, and so were his angry partners in crime. They wanted the crown!*



*Days passed, and Rapunzel and Flynn managed to escape their pursuers. One morning, Rapunzel saw a breathtaking sight: a beautiful kingdom with a castle sitting high above. She headed straight to it!*



*In the town, Rapunzel was drawn to a painting of the King, the Queen, and their baby, who was known as the lost princess. The child had golden hair and green eyes... just like her!*



*Flynn rowed Rapunzel out to view the floating lights, which were actually lanterns! Flynn gave Rapunzel her own lantern to send into the night, and she returned the crown. Then the couple gazed into each other's eyes. They were falling in love.*



*Later, Flynn and Rapunzel were separated. Mother Gothel told Rapunzel that Flynn had only wanted the crown. But she realized Mother Gothel was lying! Rapunzel now knew that she was the lost princess!*



*Suddenly, Flynn arrived to rescue Rapunzel! But Mother Gothel hurt him badly. She wanted Rapunzel to stay with her forever. If she did, she'd allow Rapunzel to heal Flynn. But before Rapunzel could act, Flynn cut off her hair, which lost its magic.*



*Without the magic, Mother Gothel quickly aged and turned to dust. Rapunzel was now free, but Flynn was dying. "You were my new dream," he whispered. One of Rapunzel's tears fell on Flynn and began to glow... and healed him!*



*Flynn brought Rapunzel back to the castle. The King and Queen rushed to embrace their lost princess. That night, the entire kingdom celebrated her return by launching hundreds of lanterns—the lights that had guided her home.*

## **Test**

### **RESEARCH INSTRUMENT**

#### **Cycle I**

Choose one of the four topics below and retell the story!

Speak up 3-5 Minutes!

1. Pinocchio
2. Malin Kundang
3. Snow White and The Seven Dwarfs
4. Timun Mas

#### **Cycle II**

Retell your yesterday's activity!

Speak up 3-5 minutes!



## DOCUMENTATIONS





## **CURRICULUM VITAE**



**Nurul Aoliyah Rostam** is the first child of two siblings of her beloved parents Rostam and Nurfaidah. She was born in Makassar, on April 24<sup>th</sup> 1997. She began her education with finishing her elementary school in SD Inpres 126 Bisoli at 2008. She continued her junior school at SMP Ummul Mukminin Makassar and finished at 2011; she then continued her Senior high school at SMAN 7 Makassar and finished at 2014. She registered and was accepted as a student of English Educational Department, Faculty of Teacher Training Education, Muhammadiyah University of Makassar 2014.