IMPROVING STUDENTS' SPEAKING SKILL THROUGH RETELLING STORY

AT GRADE VIII SMP N 2 PADANG BOLAK TENGGARA

KABUPATEN PADANG LAWAS UTARA

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd)
in English

Written by:

WINDA HARIANI DASOPANG
Reg. Number14 203 00151

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

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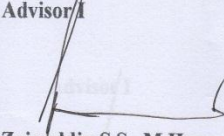
KABUPATEN PADANG LAWAS UTARA

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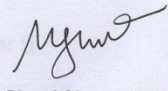*for the Graduate Degree of Education (S.Pd)*
in English

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2020

LETTER OF AGREEMENT

Term   : Munaqosyah

Item   : 7 (Seven) examplars

Padangsidimpuan, March 2020

a.n. Winda Hariani Dasopang

To:

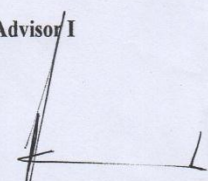Dean Tarbiyah and

Teacher Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Winda Hariani Dasopang** entitled *"Improving Students' Speaking Skill Through Retelling Story at Grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara"*, we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.
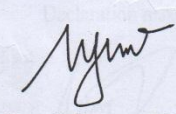
Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

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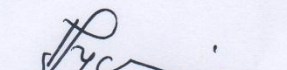
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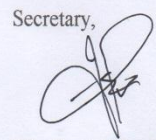
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LEGALIZATION

Thesis	:	**IMPROVING STUDENTS' SPEAKING SKILL THROUGH RETELLING STORY AT GRADE VIII SMP N 2 PADANG BOLAK TENGGARA KABUPATEN PADANG LAWAS UTARA**
Written By	:	**WINDA HARIANI DASOPANG**
Reg. No	:	**14 203 00151**
Faculty/Department	:	**TARBIYAH AND TEACHER TRAINING FACULTY /TBI-4**

The Thesis had been accepted as a partial fulfillment of the requirement for the

degree of graduate of Education (S.Pd.) in English

Padangsidimpuan, 01 Juli 2020
Dean of Tarbiyah and Teacher
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NIP. 19720920 200003 2 002

Name   : **Winda Hariani Dasopang**
Reg. No   : **14 203 00151**
Faculty   : **Tarbiyah and Teacher Faculty**
Department   : **English Education Department**
Title of Thesis : **Improving Students' Speaking Skill Through Retelling Story At Grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara**
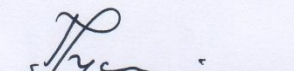
ABSTRACT

This research is talking about improving students' speaking skill through retelling story at Grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara. Most of student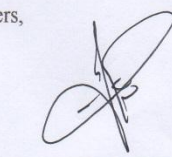s had low motivation in speaking skill, students' speaking skill still poor students' had lack of vocabulary and grammatical mastery, students' still use their mother tongue and combined with Indonesian language when they studied English. The English teacher was seldom to apply technique in learning process. This research purposed to describe the students' speaking skill through retelling story at Grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara and to identify the factors which influence students' speaking skill through retelling story at Grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara.

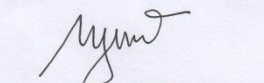The research methodology that used in this research was classroom action research. In this research, the research used two cycles and each cycle consisted of two meetings. To find out the improvement of students' speaking skill the research used t-test to know the significance of hypothesis. In addition, the participants of this research were the class of VIII consist of 28 students and also there was collaboration with an English Teacher. Meanwhile, the data were derived among from speaking test, observation note sheet, and also interview.

Based on the research result showed the improvement mean score of the students in the first cycle was 6.1 and the percentage was 25% and in the second cycle was 80 and the percentage 89.28%. It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation notes stated that the students got improvement and the students were more active and interested in learning process. Related to the interview result, it could be known that students speaking skill had improved. It asserted that retelling story improved students' speaking skill.

Keywords: Retelling story, students, speaking skill

Name   : **Winda Hariani Dasopang**
Reg. No   : **14 203 00151**
Faculty   : **Tarbiyah and Teacher Faculty**
Department   : **English Education Department**
Title of Thesis : **Improving Students' Speaking Skill Through Retelling Story At Grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara**

ABSTRACT

Penelitian ini membahas tentang peningkatan keterampilan berbicara siswa melalui menceritakan kembali di Kelas VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara. Sebagian besar siswa memiliki motivasi rendah dalam keterampilan berbicara, keterampilan berbicara siswa masih miskin, siswa kurang memiliki kosa kata dan penguasaan tata bahasa, siswa masih menggunakan bahasa ibu mereka dan dikombinasikan dengan bahasa Indonesia ketika mereka belajar bahasa Inggris. Guru bahasa Inggris jarang menerapkan teknik dalam proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan keterampilan berbicara siswa melalui bercerita di kelas VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara dan untuk mengidentifikasi faktor-faktor yang mempengaruhi keterampilan berbicara siswa melalui menceritakan kembali di kelas VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara.

Metodologi penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Dalam penelitian ini, penelitian ini menggunakan dua siklus dan setiap siklus terdiri dari dua pertemuan. Untuk mengetahui peningkatan keterampilan berbicara siswa, penelitian ini menggunakan uji-t untuk mengetahui signifikansi hipotesis. Selain itu, peserta penelitian ini adalah kelas VIII yang terdiri dari 28 siswa dan juga ada kolaborasi dengan seorang Guru Bahasa Inggris. Sementara itu, data berasal dari tes berbicara, lembar catatan observasi, dan juga wawancara.

Berdasarkan hasil penelitian menunjukkan peningkatan skor rata-rata siswa pada siklus pertama adalah 6.1 dan persentase adalah 25% dan pada siklus kedua adalah 80 dan persentase 89.28%. Dapat disimpulkan bahwa skor rata-rata pada siklus kedua lebih tinggi dari siklus pertama. Berdasarkan catatan observasi dinyatakan bahwa siswa mendapat peningkatan dan siswa lebih aktif dan tertarik dalam proses pembelajaran. Terkait dengan hasil wawancara, dapat diketahui bahwa keterampilan berbicara siswa telah meningkat. Itu menegaskan bahwa menceritakan kembali meningkatkan keterampilan berbicara siswa.

Kata kunci: Menceritakan kembali, siswa, keterampilan berbicara

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بِسْمِ ٱللَّهِ ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ

Praised to Allah swt the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled "Improving Students' Speaking Skill Through Retelling Story at Grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara. Besides, peace and greeting be upon to the prophet Muhammad saw. That has brought the human from **the darkness era into the lightness era.**

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis be better.

Padangsidimpuan, 14 February 2020

Researcher

Winda Hariani Dasopang

Reg. Num. 14 203 00151

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Speaking is one of the important skill in every language. Speaking is one of the four language skills that used to communicate orally. Speaking should be mastered by students besides listening, reading, writing, and speaking. Speaking is an action, utterance or discourse of speaker. It also can be define as an activity in giving and asking information in dialog by two or more people. In speaking, there is a process of communicate between speaker and listener. Peaople put ideas into words, talking and expressing about perceptions and feeling that they want to other people to understand.

Speaking also one of language skill in which the function as the students' target language as communicate tool. This is very important because speaking English fluently is not only knowledge of the language but also the ability to process language and information, using language fluently can facilitate the interaction process during conversation. Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context. Speaking has some of significances in our life.

The first, speaking is to express the idea. When someone speaks something, he/she will interact and use the language to transfer idea. It is know that express thought and feeling by speaking. Speaking is one of the

way that often used and more understandable to communicate. It is know that speaking means to share and to express thougts, feeling, opinion, and desires. Therefore, it can transfer to other people about opinion. Speaking is very important to be learned mastered by every individual because speakers use language to communicate to others, and the interaction has the purpose of influencing the listeners.

The second, speaking is sharing the knowledge and experience. Speaking is not only for express the idea but also for share the knowledge and experience. When two or more people interact each other they do not only share about the information, knowledge and experience.

The last, speaking can activate of brain directly because the speaker does not have much time to thinking what will be said to other. It is directly without preparation. Based on illustration obove, it has showed that speaking is needed and as a necessary for everybody in daily activity especially as a students' who is learning English.

Speaking is one of important skill in English language. In speaking,there is a process of communicate between speaker and listener and used to communicate orally. Although speaking is very important, but in fact, speaking is one of the problem at SMP Negeri 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara. There are some problems in students' speaking skill.

The first problem, students' speaking skill is low. The teacher[1] said that the students are low in speaking skill, and provement from the students' result rapport. Based on the constitution of National Education System, passing grade of English junior high school is 75 for all subjects and skill included speaking skill, and the students in SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara get the result average in 60-75 in English.

The second problem is students' vocabulary and grammar is low. When the teacher ordered the students to tell about their experience in English, they feel hard to tell, to explain, and to express their idea correctly because, they are lack in vocabulary and do not know about the grammar. Therefore, they do not know what they want to speak out.

The third problem, students still use their mother tongue. The students' interact and communicate to other with their mother tongue and Indonesian language in speaking English learning process.They also often use Indonesian language when they discuss about English language in classroom. It makes the the students are difficult in practicing English.

The last problem,students can't speak English well. For that condition, there are some factors of the difficulties. There are internal and external factors. Internal factors some from students themselve. [2]Brown state that those problems are considered to be solving immediately. Because, the

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[1] Yusma Siregar, S.Pd as a Teacher in SMP Negeri Padang Bolak Tenggara.
[2] H. Douglas, Brown, *Teaching By principles,(*New Jersey: Prentice Hall, 1994),p.95.
[3] Harmer Jeremi, *The Practice Of English Language Teaching,* (London: Longman,
[2] H. Douglas, Brown, *Teaching By principles,(*New Jersey: Prentice Hall, 1994),p.95.

students can't speak English well. With the through retelling story can help the students improve the speaking skill. The students afraid to express their idea. So, students can't improve their in Indonesian, their speaking skill in teaching learning process.

As one of many skills in speaking, retelling story is conveying of events words, images and sounds, often by improvisation or embellishment, important to be learned and mastered by every individual. In view of above discussion, the researcher believes the importance of conduction a Classroom Action Research which purpose is to improve the students' speaking through at SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara Therefore, from the explanations above the researcher conducts the title of research" **Improving Students' Speaking Skill Through Retelling Story At Grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara".**

B. Identification of the Problems

Based on background of the problem, the researcher identified that students' of grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara had many difficulties in speaking. First, speaking skill is low. That the students are low in speaking skill, and the provement from the students' result rapport.Second,the students' vocabulary and grammar is low. Third students still use their mother tongue. The last, students can't speak English well.Through retelling story can help the students improve the speaking ability.

C. Limitation of the Problems

Based on the identification of the problem described in the previous section, this research is limited to see the improvement of students' speaking skill through retelling story. This research is conducted by classroom action research.

D. Formulation of the Problems

Based on the background and identification of the problems above, researcher formulates the problem was "To what extent does retelling story technique can improve students' speaking skill at grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara?."

E. Purpose of the Research

The purpose of the research was "To describe how can" retelling story" Technique Improve Students' Speaking Skill At Grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara."

F. Significance of the Research

The significance of research and the result of the research is expected to be useful for:

1. Theoretically

   a. To fulfil a requirement to reach the first strata degree in English section in education department of state collage for Islamic studies Padangsidimpuan.

    b.   As an input for the readers especially the English learners that is research is expected to be able to improve their speaking skill through retelling story.

2.   Practically

    a. As an input for the headmaster in guiding his English teacher.

    b. As an input for the English teacher in teaching speaking through retelling story.

    c. As an input to the students to increase their ability in speaking.

G. Definition of Key Terms

1. Speaking Skill

According to the Webster New World College Dictionary, Speaking is act or art of the person who speaks that which is spoken; utterance, discourse. It also the productive aural/oral skill. It consist of producing systematic verbal utterance to convey meaning.[3] So, speaking skill is the ability to express mind or feeling by presenting a certain topic or set of topics, so the students can learn about something new and then teach new topic to their classmate, so everyone learns and speaks.

2. Retelling Story

Retelling Story is conveying of events in words, image and sounds, often by improvisation or embellishment, retelling story is important to be learned and mastered by every individual. Speakers use language to

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[3] Harmer Jeremi, *The Practice Of English Language Teaching,* (London: Longman, 2001), P. 265.

communicate in expressing ideas and thought to others. The interaction has purpose of influencing the listen.

H. Outline of the Thesis

The systematic of this reserach is divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

In chapter one, it consisted of background of problems, identification of the problems, formulation of the problem, limitation of the problem, purpose of the research, significances of the research, definition of key terms, and outline of the thesis.

In chapter two, it consisted of the theoretical description of retelling story and explains about speaking. Then, review of related findings, and conceptual of framework and hypothesis.

In chapter three, it consisted of research methodology which consist of place and time of the research, research design, population and sample, instruments of collecting data, validity and reliability of instrument, procedures of research and the last is the techniques of analyzing data.

In chapter four, it consisted   of the result of the research, talking about the analysis of data. It is consisted of description of the data, hypothesis testing, and discussion of the research and threats of research.

The last, in chapters five consisted of the conclusion that given conclusion the result of research and suggestions to students and teacher by researcher.

I. Indicator of Action

Classroom action research is the processing of study real school on classroom situation to understand improve the quality of action or instruction action research involves learning in and through action and reflection, and it id conducted in a variety of context, including the social and caring, sciences, education, organization, and administration studies, and management. Action research is always to do with learning, and learning is to do with education and growth, many people regard it as a from of education research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. General Concept of Speaking

a. The Definition of Speaking

Speaking is one of the important skills in English language teaching.Speaking is one of the tool to explore our feeling and though in spoken form. And it is very important in life, through speaking people can share about stories, opinion, information, and can tell what they are feeling now. With speaking people can take and give information to another people. But many students feel that speaking is difficult especially for a students.

There as many reasons why speaking must be studied by the all people as saidabove, they are: First, speaking is an interactive process of construction meanig that involves production, receiving, and processing informatin. Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic.[4]Thus,speaking as interction, and speaking as a social an situation based activity that involves how to construct the meaning.

Second, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by

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[4]I.S Nationa,and Jonathan Newton, *Teaching ESL/EFL Listening and speaking*, (New York: Routledge, 2009), p.112.

the accuracy and effectiveness of a test-takers listening skill which necessarily compromises the reliability and validity of an oral production test.[5] It means that, speaking is a skill that can be observed that need validity or reliability of oral test.

Third, Speaking is the basic of communication though sound. Theoder Huebener said speaking is essentially speech, and speech is basically communication by sounds. When someone speaks to other person, there will be a relationship.[6] The relationship it selfis communication. It is a development of the relationship between speaker and listener. Speaking determines the logic linguistic, psychological a physical rules should be applied in a given communication situation. It means that the main objective of speaking is for communication and for expressing effectively. The speakers should know exactly what their wants to speak or to communicate. They have to be able to evaluate the effect of their communication to their listener. They have to understand any principle that based their speaking either in general or in individual.

The last, a large percentage of the world's language learners study English in order to develop proficiency in speaking. They ability to speak a second or foreign language well is a very complex task if we try tounderstand the nature of what appears to

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[5]H. Doughlas Brown, Language Assessment:Principle and classroom Practices,(San Fransisco:Longman, 2003),p.140.
[6]A.L.Chaney and T.L. Burke, *Teaching Oral Communication in Grades K-8,* (Boston:Allyn Bacon,1998),p.13.

be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills[7].

From above definitions, it can be concluded that speaking is an interactive process that can be produced sounds of words to express feeling or sense, idea and thinking of human. Speaking skill are important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language and Speaking is behavior studied by family environment, neighbour, and other environment around its place of preschool life.

b. Types of Spoken Language

There are two types of spoken language, they are:[8]

a) Interpersonal speech (sometime referred to as interactional) is communicating with someone for social purpose. It refers to someone who talks about something to her/his mother, teachers, or friends.

b) Transactional speech involves communicating to get something done, including the exchange of goods and/or service.[9] It means that there is a transaction between one

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[7] Jack C. Richards and Willy A. Renandya, *Metodology in Language Teaching (Anantology of Current Practice)*, (New York:CambridgeUniversty Press, 2002),p.201.

[8] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (United Stated of America:Longman, 1988),p. 272.

[9] David Nunan, Practical English Language Teaching, (New York:McGraw-Hill Companies,2003),p.56.

people with someone else. The students are able to converse with a total stranger as well as someone with whom they are quite familiar.

So that, there are two types of speaking, they are interpersonal and transactional .Interpersonal is communicating in social purposes and transactional is communicating to get something done.

c. Objective of Teaching Speaking Skill

Teaching speaking as learning centered is seen as process in which learners use what knowledge or skill they have in order to make a sense of the flow of new information. Silber man commented that when learning was active, the learner was seeking something that called by learning centered as had been proposed to be conducted in teaching oral skill.[10] While, the objective of teaching speaking skill is communicative effectively. The National Capital Language Resource Center cited that.

In speaking activities learner should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message duet of aulty pronounciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.[11]So, the researcher makes a conclusion for objectives of teaching speaking

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[10] Mel siberman, *Active Learning*, (Masschusetts:Allyn and Bacon, 1996),p.4.
[11] NCLR, Teaching Speaking :Goal and Techniques for Teaching Speaking,*The Essential of Language Teaching,2003*

skill as learning centered, learning is just not mental process it is a process of negotiation between individual and society, Finally, the objective of teaching speaking skill was communicative efficiency.

d. Basic types of speaking

The meaning of speaking is one of the important skills in language. Speaking also is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as a text by to students. In speaking there is a process of communication between speakers and listeners.And then According to Douglas Brown, there are 5 types of spoken language.[12]

1) *Imitative.*Imitative is the ability to imitate the sounds of words or phrase or possibly sentence.

2) *Intensive*. Intensive is the production of short stretches of oral language designed to demonstrate competence, example of intensive assessment task include directed respond task, reading aloud, sentences and dialogue completion.

3) *Responsive*. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small talk, simple requests and comments and the like.

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[12]H.Douglas Brown, *Language Assessment:Principle and Classroom Practices*, (United States of American:San Francisco State University, 2003),p. 141-142.

4) *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multipleexchangesandmultiple participants.

5) *Extensive* (monologue). Extensive oral production tasks include speeches, oral presentations, and story- telling.

From those types, it could be concluded that there are five types of speaking.They are: Imitative, Responsive, Intensive, Interactive and Extensive (monologue).

Much of our language teaching energy is devoted to instruction in mastering English conversation .However numerous other forms of spoken language are also important to incorporate into a language course, especially in teaching speaking performance. Hence, Douglas Brown[13] states monologue and dialogue are two types of spoken language. They are as follows:

1) Monologues. In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, reading, new broadcasts, and the like, the hearer must process long stretches of speech without or not the hearer comprehends. Planned, as opposed to unplanned monologues, differ considerably in their discourse structures.

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[13]H.Douglas Brown, *Language Assessment:Principle and Classroom Practices*, (United States of American:San Francisco State University, 2003),p.236-237.

2) Dialogues. Involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

e. Principles for Teaching Speaking

Assumption about teaching speaking mostly concerns on real communicative and motivational learning.Lazaraton in addition states, "Oral skills classes at all levels are often structured around functional uses of language."[14] However, the difficulty that is found by teacher in the classroom is the difficulties to students speak in English, not to use their mother tongue.

Harmer assumed that those can be handled by setting clear guidelines, choosing appropriate tasks, creating in English atmosphere and using persuasion and other in-document to promote the use of English and explain clearly what is expected by students.[15]In summary, teaching speaking at elementary level of proficiency should consider several factors as pointed out by Brown, they are in following:

1) Students 'cognitive learning process should be engaging in plenty repetition of a limited a number of words, phrases and sentences and getting students to use practiced language for genuinely meaningful purposes.

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[14] Anne Lazaraton, *"Teaching Language Skill"*, MarianneCelce-Mercia(ed*) Teaching English asa Second or ForeignLanguage*,(USA: Heinle-Heinle Thomson Learning, 2001),p. 105.
[15] Jeremy Harmer, *The Practice*…..,p.132-133.

2) The role of teacher is the only initiator of language. Pair-work and group work are effective techniques for taking students focus off teacher and for getting them into an interactive frame of mind.

3) Teacher talk: teacher input in the class is crucial. Teacher English needs to be very clearly articulated.

4) Authenticity of language: language should be authentic. Utterances are limited to short, simple phrases.

5) Fluency and accuracy; fluency is a goal at this level. Students need to practice freely and openly without fear being corrected. Teacher needs to give some treatment of selected of grammatical and phonological errors.

6) Students' creativity; teacher gets students to be creative within confines of a highly controlled repertoire of language.

7) Technique; group and pair activities are excellent techniques as long as they are structured and very clearly defined with specific objectives.

8) Speaking goals: speakingfunctions are meaningful and authentic communication task.

f. The Evaluation of Speaking

Oxford Advance Learner's Dictionary stated that test is "an examination of somebody 's knowledge or ability, consist of questions

for them to answer or activities for them to carry out"[16] Then educational test as a procedure designed to elicit certain behavior from which one can make inferences about certain characteristic of an individual According to AnasSyafei, "in mastering the speaking skill, for example must train and equip the learner with certain degree of accuracy and fluency in understanding, responding and in expressing himself in the language in speech"[17] from the explanation above that 'is evaluation in speaking is the process student's question and answer and the student's effectively to understanding the procedure about them.

While, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and affectivities of a test take listening skill, which necessarily compromises the rehabilityand validity of an oral production. According to Arthur Hughes there six categories to measure speaking skill such as: Accent, Grammar, Vocabulary, Fluency, and Comprehension.[18]

1) Accent

The term accent used to refer to the speech of someone who speaks a language non-natively For example a French person speaking English is describe as having a French accent.

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[16] A. SHomby, *Oxford Advanced Learner 'S Dictionary (sixth edition),* (New York Oxford Universty Press, 1995), p. 1396.

[17]SyafeiAnas, *Pronunciation Theory and Practice,* (Jakarta:Depdikbud,1988),p. 1.

[18]Arthur Hughes, *Testing for Language Teachers,* (USA Cambridge University Press, 1990),p.111.

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken. Then Accent can be identified looks like this.

a. Pronunciation frequently unintelligible.

b. Frequent gross errors and a very heavy accent make understanding difficult.

c. "Foreign Accent" required concentrate listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

d. Mark "Foreign Accent" and occasional mispronunciation, which do not interfere with understanding.

e. No conspicuous mispronunciation, but would not be taken for a native speaker.

2) Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentences (syntax), and now often with language sounds (phonology) and word meanings (semantic) Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

a. Grammar almost entirely inaccurate phrases.

b. Constant errors showing of very few major patterns and frequently preventing communication.

c. Frequent errors showing some major patterns uncontrolled and causing occasional imitation and misunderstanding.

d. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.

e. Few errors, with no pattern of failure.

3) Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc. It is used for communication or expression, in particular art, skill, etc. And Vocabulary is more thana list of target language of words. A spoken word is a sound or sequence of sounds, which communicate those "ideas" precisely, a speaker should express them with precise words rather than general words.

Vocabulary can be identified looks like this.

a. Vocabulary inadequate for even the simple conversation.

b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).

c. Choice of words some common professional and social topics.

d. Professional vocabulary adequate to discuss special general vocabulary permits discussion on any non-technical subjects with some circumlocution.

e. Professional vocabulary broad and précis, general vocabulary adequate to cope with complex practical problems and varied social situations.

4) Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. So, "A fluent speaker is the through of a person to speak flowing and natural, it using with a concomitant playing down of the bits and piece of grammar and phonology" Fluency is probably best achieved by following the steam of speech to flow then, as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course.

So, definition of fluency is derived as the through of an individual to speak without under hesitation.

Fluency can be identified looks like this:

a. Speech is no halting and fragmentary that conversation is virtually impossible.

b.   Speech is very slow and uneven except for short or routine sentences.

c.   Speech is frequently hesitant and jerky. Sentences may be left uncompleted.

d.   Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for word

e.   Speech is effortless and smooth, but perceptibly non- native in speed and evenness.

5) Comprehension

Comprehension is the capacity for understanding ideas, fact, etc. A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:

a.   Understands too little for the simplest types of conversation.

b.   Understands only slow, very simple speech or common social and tourist topics: requires constant repetition and rephrasing.

c.   Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.

d.   Understands quite well normal educated speech directed to him or her but require occasional   repetition and rephrasing.

e. Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

2. Retelling Story

a. The Definition of Retelling Story

Retelling Story is the conveying of events in words, image and sounds, often by improvisation or embellishment. Retelling Story is important to be learned and mastered by every individual.

Basically, the word of retelling story is consist of two words they are retelling story, In oxford learner's pocket dictionary, the defenition of story is " description of past or imaginary events, news reports"[19] Next retelling is come from tell that means " give information about reveal or secret"[20]From above defenition, the researcher concluded that retelling story i a process, a medium for sharing, interpreating, offering the content and experiante, and thus dynamic interaction between teller and listener.Speakers use language to communicative in expressing ideas and thought to others the interaction has the purpose of influencing the listeners. Speakers talk in order to have some effects on their listeners.

From above defenition, it can be inferred that retelling story is passes on the essence of who we are stories are a prime vehicle for assessing and interpreating events, experiences, and concepts from

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[19] Oxford learner' s pocket Dictionary, p 438
[20] Ibid, p .456

minor moments of daily life to the grand nature of the human condition

It is an intrinsic and basic form of human communication, the retelling

of stories in an integral and essential part of the human experiences.

b. Kinds of Retelling Story

There are many kinds of retelling story, they are:

1. Telling Stories Out Loud

Oral stories represent the oldest type of retelling story. These

are stories relayed through spoken words from a speaker or teller to

an audience of listeners. Examples, such as "Goldilocks and the

Three Bears."

2. Writing Stories Down

Written stories mark another old type of retelling story. These

are stories relayed almost exclusively through written words

consigned to paper by an author. Example, such as "Hills Like White

Elephants and Team of Rivals".

3. Showing Stories With Pictures and Sound

Multimodal stories can include both oral and written

components, but, will also include other forms of expression in their

telling of the story. Example, such as picture, sounds, orvideos.

Calvin and Hobbers.

4. Enacting Stories Through Play

Computer game designer Chris Crawford argues that video

games signal a shift from stories as things that are passively received

to things that are actively created. Example, such as "games and story quests"[21]

The declaration above from Bern jean Porter, with the title book,"The Art of Digital Retelling story", in page seventeen.

c. Advantages of Retelling Story

There are many advantages of retelling story, they are:

1. Stories are the ultimate example, a key part of any presentation.Try making your point adding a relevant fact or two, then using story to expand on it.

2. Stories build connection by adding coloremation and personal detail about you.

   The factors that move audiences are often the small emotive details found in stories. Stories are an easy natural place for you to talk about yourself making you more approachable and like able as a presenter.

3. Stories add drama.

   You may a describing a hero's quest in your profession or the tale of someone who ignored the facts and paid the price, or a story about a terrible tragedy. And help your presentation progress to a successfull finish.

4. You can tell stories without using notes and look more relaxed and spontaneous.

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[21] Bernajean Porter, The Art of Digital Retelling Story", (17htpp://seangordonmurphy deviantart com/ journal /4-Kinds-of-retelling story - 380315,accesssed at March3, 2020on 15. 00 p.m

Never waste time writing down a personal story or anecdote. The written version will never come across as well as it will if you just look at the audience and tell the story.

5. Stories let you instruct negotiate without lecturing.

You can push your points directly with an audience you trying to educate or with parties involved in a negotiation but only so far.

6. We are used learning from stories.

Whether itis your mothers' of her childhood lessons learned retellingancient story method for sharing information with a broad public audience. Your audience will respond positively to a good story.

7. Stories were made to be remembered.

Before we wrote things down our cultures all used retelling story to convey news and information, because, stories could be easily remembered and passed along to the next person.[22]

The declaration above from Dr. Francisco L. Cabello, with the title book, "A simplified Guide To Retelling For Students Of All Ages", in page eleven.

8. Stories add drama

You may be describing here's quest in your profession or the tale of someone who ignored the facts and paid the price, or a story

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[22]Dr. FranciscoLCabello, "*Asimplified guide to story tellingfor students of all age,*" (http://eloquentwoman. blogspot.com/2012/10/7-secret-advantages-of-story-telling.html,accessed at (Sihitang on Monday, 11, 2019 on 10.00 p.m.

about a terrible tragedy. And help your presentation progress to a successful finish.

9. You can tell stories without using notesand look more relaxed and spontaneous. Never waste time writing down a personal story or anecdote. The written version will never come across as well as it will if you just look at the audience and tell the story.

10. Stories let you instructor negotiate without lecturing.

    You can push your points directly with an audience you trying to educate or with parties involved in a negotiation but only so far.

11. We are used to learning from stories. Whether it is your mothers' tales of her childhood lessons learned storytellingancient method for sharing information with a broad public audience Your audience will respond positively to a good story

12. Stories were made to be remembered.

    Before we wrote things down our cultures all used retelling story to convey news and information, because, stories could be easily remembered and passed along to the next person.

d. Teaching Procedure of Retelling Story

There are some steps that will be used by the researcher in teaching Retelling Story. There are:

1) Prepare class for retelling story

    (a) Present in artificial problems situation for event that represents some aspect of reality.

(b) Define the problems situation and retelling story clearly

2) Give clear instructions

(a) Determine whether retelling story been carried out to using students volunteers in front of the class (the teacher may using retelling story) in partnerships with every students using retelling story and observer.

(b) Model the though with a scripted retelling story.

(c) Read Story Telling

(1) Students follow the procedure outline by the teacher to read retelling story.

(2) The teacher to read retelling story text it is helpful to walk around the room and observe how students are experiencing the retelling story and offer coaching to students who are stuck.

3) Discussion retelling story

a) Begin by the allowing players to communicate feelings experienced during bthe retelling story.

b) Determine actions that strengthen or weaken these skills (body language).

c) Discuss how retelling story is or similar to real life.

B. Review of Related Findings

There are some related findings in this research; The first is Darwisyah Irwan D the research design is classroom action esearch

(CAR). He found that t ratio > t table with significant level 5% that 3.82> 2.00. It means that t ration > t table, so there is the significant students speaking skill.[23]

The second, Purwatiningsih the technique was successful in improving the students' speaking ability, since the criteria of success were achieved. The mean score cycle 1 was 68.5. The mean score of cycle II was 77.6. [24]

The third, Herliani Nasution[25] in first cycle was 13.63 %.and cycle was 93.10 %. Based on the research result in first cycle and second cycle, it shows the improvement of students' mean score and students' percentage, So students' improvement in speaking ability by using community language learning is very good category.

Forth, research by Jessica Novia the research findings show that the mean score of pre-test is 56.04 while the mean score of post-test is 61.46. It shows that retelling short story improves the students' speaking skill.The result of the research shows that ttest is higher than t-critical the value is 8.34>2.069 it means that the alternative hypothesis (Ha) is accepted.

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[23]Darwissyah Irwan D ,The Effect Of Retelling Story Towards Student' Speaking Ability *http:ejournal.radenintan.ac.id/index.php/ENGEDU English Education:JurnalTadrisBahasaInggris,Vol 9(1),2016*

[24]Purwatiningsih, Improving Speaking Ability Through Story Telling Techique By Using Picture Series. *http:ejournal.radenintan.ac.id/index.php/ENGEDU English Education:JurnalTadrisBahasaInggris,Vol 5(1), March 2016*

[25]Herliani Nasution*, Improving students' speaking skill by using Community Language Learning at grade V111 MTS N 2 Padangsidimpuan* (Padangsidimpuan: IAIN Psp,2016).

The differences between those researches with this research are the place of the research, the level of the subject; the subject of the first research is elementary school, the subject of the second research is MTs and the subject of this research is junior high school. All of the researches had done by the researchers and it had improved significantly.

C. Conceptual Framework

In speaking there is process of communication between speaker and listener, speaking is a process in which speaker express his ideas, thoughts, opinion, preception, having good in speaking make students and teacher work together in the class.

Retelling story is the conveying of events in words, images and sounds, often by improvisation or embellishment. It need the students to be more active, because the technique ask the students to express their idea into speaking.

So, Retelling Story the teaching learning process is focus on the students, must be active.

So, the researcher plans to do researcher plans to do researcher based on the frame work bellows:

Figure 1:

Conceptual Framework

```
┌─────────────────────────────────────────┐
│       Students difficult to speaking skill │
└─────────────────────────────────────────┘
                    │
                    ▼
        ┌───────────────────────┐
        │     Retelling Story    │
        └───────────────────────┘
                    │
                    ▼
        ┌───────────────────────┐
        │        Cycle 1         │
        └───────────────────────┘
                    │
                    ▼
        ┌───────────────────────┐
        │   1.  Planning         │
        │   2.  Action           │
        │   3.  Observing        │
        │   4.  Reflecting       │
        └───────────────────────┘
                    │
                    ▼
        ┌───────────────────────┐
        │        Cycle 2         │
        └───────────────────────┘
                    │
                    ▼
        ┌───────────────────────┐
        │   1.  Planning         │
        │   2.  Action           │
        │   3.  Observing        │
        │   4.  Reflecting       │
        └───────────────────────┘
                    │
                    ▼
     ┌─────────────────────────────┐
     │  Students'Speaking Skill Through │
     │    Retelling Story Improved    │
     └─────────────────────────────┘
```
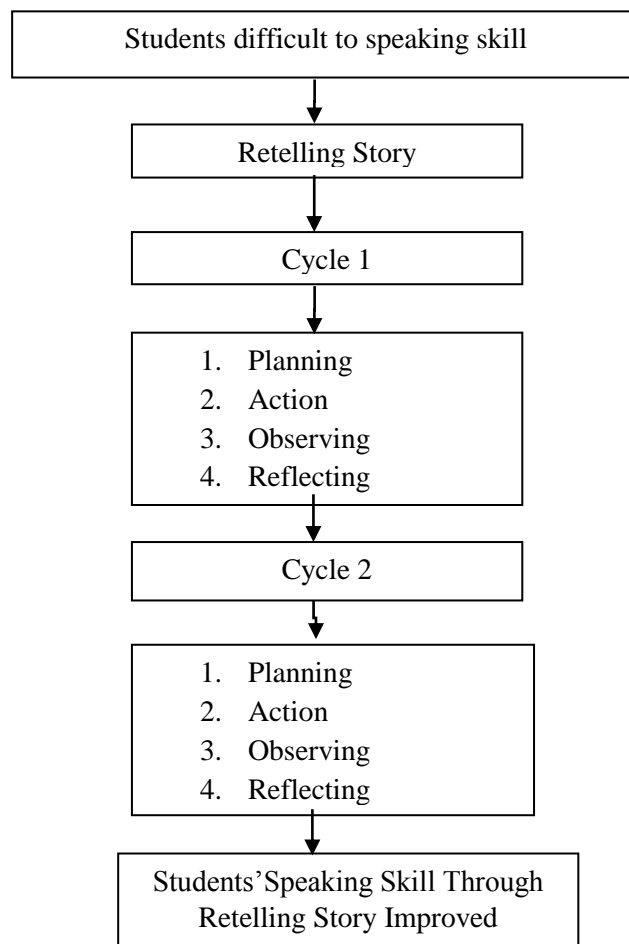
The scheme above, illustrates the chronology of this research. It starts from the students' problem, the solution to solve these problems, how the research will be done or conducted. It also helps the researcher to do this research easier.

D. Hypothesis

The hypothesis is needed to show the writers thinking and expectation about outcome of the research related to this study. The hypothesis of this research is stated that "Students' speaking skill can

improve through retelling story at grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara".

CHAPTER III

RESEARCHED METHODOLOGY

A. Place and Time of the Research

The Place of the reserach is at SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara. It is located Jl. Gunung Tua, Kecamatan Padang Bolak Tenggara Kabupaten Padang Lawas Utara.The research stars from 13 December 2018- 30 January 2020.

B. Research Design

In this research, classroom action research is applied. This research is conducted to improve the teacher' practice in the classroom for speaking teaching applied role play.

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action in the classroom.The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what is done. Reflection is to propose what have done.

C. Subject of Research

The subject of this research is classroom VIII-B at SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara in academic 2019/2020. The total numbers of subject are 28 consisting of 12 female and 16 males. The precent study is proceded by conducting a preliminary study in which the researcher interviewed the english teacher currently teaching class VIII-B stdents at SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara.

It indicate that their speaking skill is low.The class is chosen by the researcher find the divers of students intelligences and abilities in the classroom and most of the students still find many problems on their learning speaking process. Another research in this research is an English teacher of class VIII-B SMP Negeri 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara. The research observe the activities in the class while the teacher is doing an action in this class.

D. Instrument of Data collection

There are there instruments in the research, they are:

1) Test

In this researcher used test to measure the students speaking skill through. The test taken before action done. It can be used to get the students score of their speaking by using the appropriate instruments. These test were also used know abot the improvement of their speaking thourgh retelling story. The type of test the researcher makes is to retelling story the recount text that matches the title of the text that the researcher made and recorded : Record. Record is the something interview witch the canresult.It means the students have asked to prepare the topic before they present about it. This is different from " Spoken Essay" described above in so far as the students were allowed to prepare for the task. To know students speaking skill improved, there were some criterions that must be considered. Arthur Hughes formulates that there are five elements should be measured in speaking test, namely, accent,

grammar, vocabulary, fluency and comprehension, these specific criteria

were described in the following table:

Table I

Indicators of Speaking Test:[26]

No	The Indicators of Speaking Skill	Score
1	**Accent :**	1-5
	a) Pronunciation frequently unintelligible.	1
	b) Frequent gross errors and a very heavy accent make understanding difficult.	2
	c) "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding.	3
	d) "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding.	4
	e) No conspicuous mispronunciations, but would not be taken for a native speaker	5
2	**Grammar :**	1-5
	a. Grammar almost entirely inaccurate phrases.	1
	b. Constant errors showingcontrol of very few major patterns and frequently preventing communication.	2
	c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
	d. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.	4
	e. Few errors, with no patterns or failure.	5
3	**Vocabulary:**	1-5
	1) Vocabulary inadequate for even the simplest conversation.	1
	2) Vocabulary limited to basic personal and survival areas.	2
	3) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
		4

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[26]Arthur Hughes, *Testing for Language Teachers,* (USA: Cambridge University Press, 1990), p. 110-113.

4) Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions. **5**

5) Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.

4   Fluency :   **1-5**

1

a) Speech is so halting and fragmentary that conversation is virtually impossible.

2

b) Speech is very low and uneven except for short or routine sentences.

3

c) Speech is frequently hesitant and jerky, sentences may be left uncomp leted.

4

d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5

e) Speech is effortless and smooth, but perceptibly non native in speech and evenness.

5   Performance/Comprehension :   **1-5**

1

a) Understands too little for the simplest type of conversation.

2

b) Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.

3

c) Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

4

d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

5

e) Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.

MAXIMAL SCORE: 25 x 4   **100**

2) Observation

The observation method is commonly use method, especially in students speaking behavioral science. This season, the researcher as only

an observer because the researcher took a nonparticipant observation. The observer is not involves as only as independent observer to monitor and record the data of teachers' and students' performance during learning and teaching process in the class.

By direct observing, the researcher will take some notes, behavior, development, and so on, which happens anytime. The observer will fill an observation sheet in every meeting in cycle 1 and cycle 11 to observe teacher' and students' performance during learning and teaching process in the class.

3) Interviev

The researcher use personal interview guidance to know the condition of the students and also to know the students' problems in speaking ability by using pair work technique in the classroom. The researcher made a schedule first before doing the interview, and prepared the questions forinterview.

E. **Procedures for Classroom Action Research**

The action research followed the model tat was developed by Kemis and Robin. It is a famous representation of the action research "spira" that contained four stage; planning, acting, observing, and reflecting. The model is described in the following figure:

Reflect

CYCLE I

Plan

Action and Observer

Revised Plan

Reflect

CYCLE II

Action and Observe

Expected

Condition
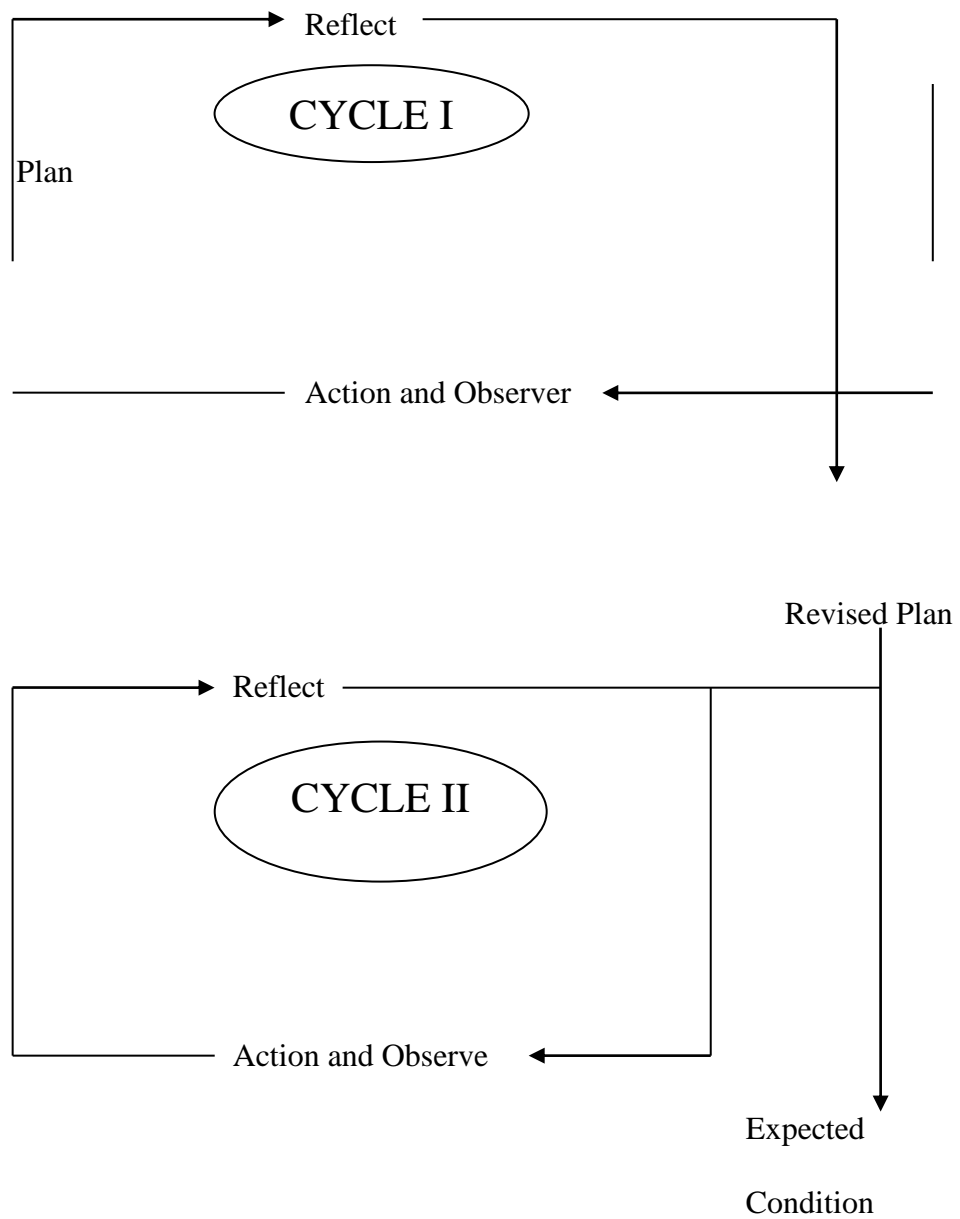
Figure, II Action Research Spiral.[27]

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[27] Ortrun Zuber Skerrit, *New Direction in Action Research (*London: the Falmer Press.1996),p.14

F. Procedure of the research

Before doing the research procedure, the researcher administered observation and got the license research from the school and orientation identify the basic knowledge of students' about speaking in the school. The procedure data collection of the study is conducting within two cycles. First cycle is two meetings, so theree were four meetings in the action research.Each meeting included four stage namely planning, action, observation, and reflection.

1. Cycle I

a. First Meeting

In this meeting, the student' speaking is measured and their problems in speaking were analyzed. The students' attitude toward speaking saw clearly.

1) Planning

Planning is arrangement of doing something. In planning, it was cosider everything related to action andit was aso preparing everything that needed in teaching and learnig process. There were many activities that has been planned, they were:

a) Making lesson plan which covers the step of action

b) Preparing the teaching material for speaking

c) Preparing the instrument for collecting data

d) Every students free to choosed the theirs friends.

e) Designed a procedure teaching speaking through Retelling Story.

2) Action

   Action is the implementation of planning. In these procedures, students' were though through how to speak the text and answer the question based on the text though learning method that was reteling story. The procedures of the action research were:

   a) Prepared class for to speak together

   b) Made the text to students about My School and students read the text

   c) Gave the interesting topic

3) Observation

   In this research, the observation focus on:

   a) Monitoried the students activity when speakin retelling story performance begin.

   b) Observing the students' speaking skill.

   c) Discussed the problem in learning process and giving solution about pronuncation.

4) Reflection

   a) Discussing what was the result during the retelling story performed.

b) Explaining the result of participant activity.

c) Analyzing the researcher and the students'mistaken in the retelling story.

d) Solving the problem by giving the situation in pronounce the sentence.

e) Discussing the next retellling story . The result of the reflection was used to take further action for the next cycle.

b. The Second Meeting

From the evaluation in first meeting, the researcher found the students' score. The researcher made the plan based on the difficulties of students' speaking to improve their speaking in the second cycle.

1. Planning

a. Making lesson plan which covers the step of action

b. Preparing thes teaching material of speaking

c. Preparing media like record that has been use in teaching learning process

d. Every students listening the record likes to listen the pronunciation from speaker

e. Designing a procedure teaching speaking through Story Telling.

2. Action

a. Making the new vocabulary or new topic to speak

b. Preparing the text to students about very tired day text and students ' read the text.

c. Preparing and developing students' pronunciation and vocabulary

d. Asked the students the meaning of the speak

3. Observation

In this research, the observation focus on:

a. Monitored the students activity when performance begn.

b. Discussed the problem in learning processand giving solution

c. Discussed for the speak text

4. Reflection

Reflection is gathere from the result of speaking test through oral presentation.

2. Cycle II

a. Third Meeting

In this third meting, the students' speaking was measured and their problems speaking were also analyzed.The students' attitudes and self-confidence toward speaking was etter than before.

1) Planning

For this meeting, there were many activities that had been plan they were:

a) Making lesson plan which covers the step of action

b) Preparing the teaching material for speaking

c) Preparing the instrument for collecting data

d) Every students free to choosed the theirs friends.

e) Designed a procedure teaching speaking through Retelling Story.

2) Action

In action of this third meeting just like the meeting before, the procedures of the action research were;

a) Making class and using explanation a text

b) Preparing the text to students' about Happy Birthday and students' read the text.

c) Drilling the students pronunciation.

d) Gave meaning text

3) Observation

In this research, the observation focus on:

a) Monitoring the students activity when performance begn.

b) Discussing the problem in learning processand giving solution

c) Discussing for the speak text

d) Reflection

The researcher made the result of the reflection that used to take further action for the next meeting.

b. Fourth Meeting

From the evaluation in the third meeting, the researcher also found the students' score. The researcher made the plan based on the difficulties of students' speaing to improve their speaking in the fourth meeting.

1) Planning

a) Preparing the teaching material for speaking

b) Preparing the instrument for collecting data

c) Prepared media that has been used in teaching learning process.

d) Redesigned the a procedure teaching speaking throught using retelling story.

2) Action

a) Prepare class for learning

b) Made the text to students about Happy Birthday and students read the text.

c) Asked the students which do not to understand.

d) Gave the comment about their performance.

3) Observation

In this research, the observation focus on:

a) Monitored the students activity when performance begn.

b) Discussed the problem in learning processand giving solution

c) Discussed for the speak text

4) Reflection

The researcher had been reflected the all meetings and analysis to make conclusion of using retelling story in teaching students' mastery in speaking. Those meetings were what the researcher said in the second cycle.

G. Techniques of Data Analysis

In this research, the students speaking test used quantitative research approach. Mean while the qualitative approach consist of oservation and interview:

1. Test

In this research, the researcher used test to measure the students speaking through. The test taken before action done. The researcher used the pre-test and post-test. It can be used to get the students score of their speaking by using the appropriate instruments. These test were also used to know about the improvement of their speaking. Kinds of the test they are. Record is the something interview withch the can result.

2. Observation

In this research, the researcher observes all the condition that happen during the teaching and learning process. It is filled by the English teacher as the observed. It has been focused on the situation and the students' activitiness of teaching learning process in which minimal reteling story was applied in the class. Kinds of the observation:

Observation Participative in observer which follow in the part object or observe, in other do not the different in the action.

Quantitative data is used to analyze the score of students. Quatitative data is collected and analyzed by computing the score ofnspeaking test. To know the means of students' score and students' percentage of each cycle based on the school criteria complete sudy students minimum (KKM) is 75.

To know the mean score of the students' for each cycle, the researcher apply the following formula:[28]

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

Explanation:

$\bar{x}$: the mean of the students

$\sum \bar{x}$: the total score

N : the number of the students

Moreover, to count the percentage of students through retelling story, the researcher uses the formulata as follow:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of students who get

score up 75

R : the number of students who get the

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[28] Hartono, *Statistik: Untukk Penelitian*, (Yogyakarta: Puastaka Pelajar Offset 2004), p. 30.

score up 75

T : total number of students do test

After calculating and scoring students' performance then, their score are -consulted the classification quality on the table below: [29]

Table III
Classification Quality of Students' Score

No	Percentage	Criteria
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher find the mean score of all students, it is consulted to the criteria as follows:

a. If the value of mean score 81 - 100%. It can be categorize into very high.

b. If the value of mean score 61 - 80%. It can be categorize into high.

c. If the value of mean score 41 - 60%. It can be categorize into enough.

d. If the value of mean score 21 - 40%. It can be categorize into low.

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[29]Ridwan, *Belajar Mudah Penelitian Untuk Guru- Karyawan dan Penelitain Pemula,*(Bandung : Penerbit Alfabeta, 2012), p.89.

e. If the value of mean score 0 - 20%. It can be categorize into very low.

To test the significances of data, the researcher used t-test for to small sample less than 30 students. The formulation of t-test as follow: [30]

M_D = Mean of differences

$$M_D = \frac{\sum D}{N}$$

$\sum$D= Number of differences score between second Cycle and first Cycle,

D= X-Y

N= Number of students

SE_{MD}= SD_D

$$\sqrt{N-1}$$

SE_{MD}= Standard error from mean of differences

$$SD_D = \sqrt{\frac{\sum D\,2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

SD_D= standard deviation from the difference score between First Test and Second test

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[30]Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta: PT. Rajagrafindo Persada, 2008), p.305-306.

CHAPTER IV
RESEARCH RESULT

Here, the researcher would like to describe how retelling story can improve. It discussed about the way to improve students' speaking skill through retelling story at grade VIII SMP N 2 Padang Bolak Teanggara Kabupaten Padang Lawas Utara. In the following below, it would be described about the data description, the influencing factors of the students' speaking skill through retelling story, the comperative result of the action, the discussion of the research findings and the treats of the research.

A. Finding/Data Presentation

1. Students' achievement

The findings/ data presentation in this research describe about all of things that had been found in the class when the teacher as a researcher did the research. It explains about the data from each cycle, doing the cycle 1 and cycle 2, based on the instrument: test, interview and observation.

a. Cycle 1

1) Learning process in first cycle

Teaching activity had some stages from opening the learning until closing the class. Every activity of teaching learning run chronologically. Teacher would describe the learning process and the activity of teacher in cycle 1. There were some criterias of teaching learning process every cycle

especially in cycle 1. They were that teachers explanation process, teachers procedure, teachers reinforcement, teachers classroom interaction and classroom interaction and classroom management in teaching learning processed.

"Teachers physical performance" when the first time came to the class. The first, teacher wore green coat, black trouser, and black shoes. The second, teacher stood in front of the class and wote retelling story on blackboard to elicit what is the topic about (retelling story). The third, teacher taught the learning energetically and enthusiastically to encourange students interested to the lesson. The last, teacher asked some of the students for volunter what was the topic exactly.

were bight, I like your answer'' for students who active for answering teachers' questions event thought a little bite enough.

Teachers' classroom interaction in the classroom. The first, teacher gave question about retelling story to know their understanding, after student answered teachers' question, teacher order the students to nominate one of his/her friends whether he/she agree with his/her answered. The second, teacher nominate students directly. The last, teacher instruct the students to give applause to students with correct answer.

Teacher's sound and classroom management have not been achieved. The first, teachers' sound was audible. It meant teachers' sound can hear in the whole classroom clearly. The second, teacher talked intelligibly. It meant teacher talked not too past and not too low, so that students could understand the teachers' explanations. The third, teacher talked fluently. It meant teacher spoke fluently and clearly word by word. The fourth, teacher checked the classroom condition and if there was rubbish the teacher ordered the students threw it.

2. **Students' Speaking Score of Cycle 1**

After doing the test, the researcher had analyzed students' achievement based on retelling story activity. The researcher had found the students' speaking skill scores in the first cycle as the following table below:

Table 3
Students' Speaking Score in the First Cycle

No	Name	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	**AAS**	**3**	**4**	**5**	**4**	**4**	**20**	**80**
2.	ASH	3	2	3	3	3	13	52
3.	AMS	2	3	3	3	3	14	56
4.	**BSH**	**3**	**4**	**5**	**4**	**4**	**20**	**80**
5.	DP	3	2	3	4	3	15	60
6.	**GS**	**3**	**4**	**5**	**4**	**4**	**20**	**80**

No.	Code							
7.	GMD	3	2	3	3	2	13	52
8.	HD	2	2	4	4	3	15	60
9.	IMD	2	3	2	3	3	13	52
10.	ISS	2	2	4	4	3	15	60
11.	MPD	2	3	3	2	3	13	52
12.	**MIS**	**4**	**4**	**3**	**5**	**3**	**19**	**76**
13.	MMD	3	2	3	3	2	13	52
14.	NS	3	2	3	2	3	13	52
15.	NH	2	3	3	2	3	13	52
16.	NMH	3	2	4	2	3	14	56
17.	ND	3	2	2	3	4	14	56
18.	OGP	3	3	2	3	4	15	60
19.	RDH	3	2	3	4	3	15	60
20.	RAP	3	2	2	3	4	14	56
21.	RSS	3	2	2	3	4	14	56
22.	RAH	2	3	3	2	3	13	52
23.	RS	3	2	3	3	3	14	56
24.	RN	2	3	2	3	4	14	56
25.	**RFS**	**3**	**4**	**4**	**5**	**4**	**20**	**80**
26.	**RR**	**4**	**3**	**4**	**4**	**4**	**19**	**76**
27.	SD	3	2	2	3	2	12	48
28.	**YH**	**3**	**4**	**4**	**5**	**4**	**20**	**80**
Total Score		**78**	**76**	**89**	**90**	**128**	**427**	**1.708**
Mean		**2.78**	**2.71**	**3.17**	**3.21**	**4.57**	**15.25**	**6.1**

Percentage **25%**

The students who passed the passing grade (75) in the first cycle

From the above table, it could be presented in the chart:
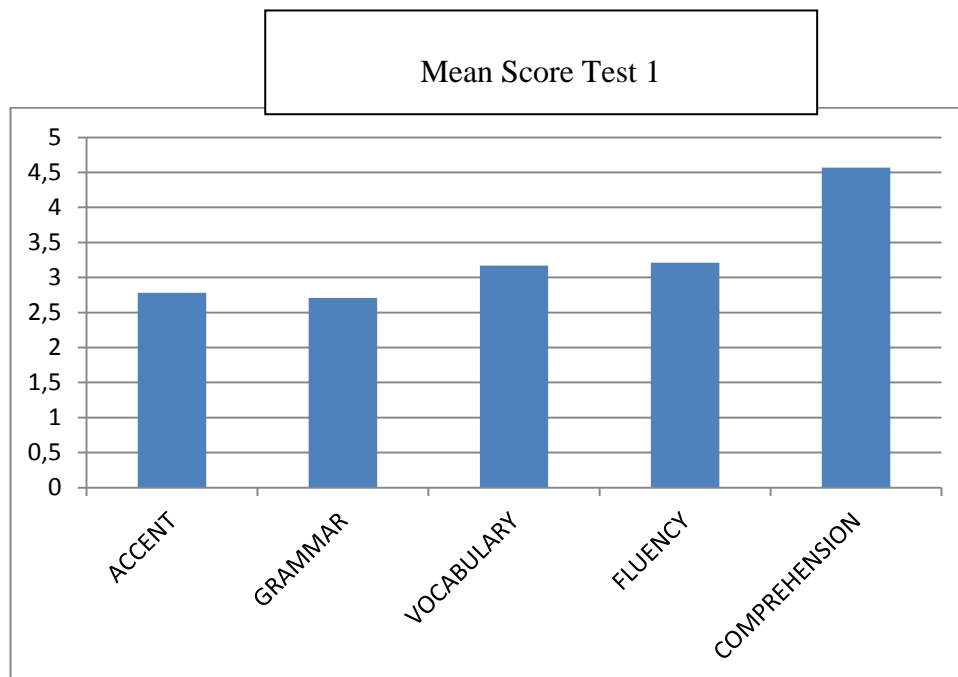
Chart 1. Students' Mean Score based on indicator the first cycle

From above table and chart, it could be concluded that students' achievement in speaking was very low. In cycle 1, there were only four students passed the passing grade (75). From the above table, the mean score of students in cycle 1 was 6.1and percentage of students' mean score was about 25 %. It meant that this test result could not fulfill of the criteria of success. It didn't show improvement. So, the researcher would continue to cycle 2.

b. Cycle 2

1) Learning process of cycle 2

Teaching activity had some stages from opening the learning until closing the class. Every activity of teaching learning process run chronologically. Researcher would describe the learning process and the activity for every cycle especially in cycle 2. They were the teachers' physic appearance and written, teachers' sound and classroom management, teaches' activity in explaining material, teachers' procedure, and teachers' reinforcement and interaction with students.

In cycle 2, teaching activity had also some stages from opening the learning until closing the class. Every activity of teaching learning also run chromatically. Researcher would describe the learning process and the activity in cycle 2. They were the teachers' physical performance, teachers blackboard writing, teacher explanation process, teacher procedure, teacher reinforcement, interaction and classroom management in teaching learning processed.

 "Teachers physical performance" when the first time came to the class. The first, teacher wore green coat, black trouser, and black shoes. The second, teacher stood in front of the class and wote retelling story on blackboard to elicit what

is the topic about (retelling story). The third, teacher taught the learning energetically and enthusiastically to encourange students interested to the lesson. The last, teacher asked some of the students for volunter to explain again about the last topic.

In this session the teacher did some actions for ending and improving from the first cycle. They were: The first, teacher gave retelling story features to check grammar. The second, teacher explain the materials to make the students easy to understand about the topic. The third, teacher gave time to the students for discussing with table mate for a moment and gave limit time to discuss how to make better score in the text speaking skill through retelling story. It meant to active their background knowledge for next session. The last, teacher instructed the students to bring their dictionaries.

Teacher's blackboard writing when write some words on the blackboard, teacher used blackboard in cycle 1. The first, teacher stood, wrote and face to the students. The second, teacher write the big title about retelling story and recount text on blackboard. The third, teacher started to write the material from the left side. The last, teachers' writing was up down and hard to read from the backside of the classroom.

Teacher's explanation process. The first, teacher explained retelling story. The second, teacher mention the meaning of the retelling story. The third, teacher gave the learning material and topic on the students. The last, teacher explain about retelling story and give example of retelling story about my past experience through retelling story like was teached by teacher before.

Teacher's teaching procedure in teaching learning process. The first, teacher asked students' condition. The second, teacher checked students' presents list. The last, the teacher gave learning material to the students and implemented speaking skill through retelling story.

Teacher's reinforcement in the classroom. The teacher gave some feedbacks to the students, such as: said "nice, good job, very good, excellent, gave applause, you were bight, I like your answer'' for students who active for answering teachers' questions event thought a little bite enough. The last , teacher got close to the students and touched students head.

Teachers' classroom interaction in the classroom. The first, teacher gave question about retelling story to know their understanding, after students answered teachers' questions, teacher order the students to nominate one of his/her friends whether he/she agree with his/her answered. The second,

teacher nominate students directly. The last, teacher instruct the students to give applause to students with correct answer.

Teacher's classroom management in teaching lerning processed. The first, teacher checked the classroom condition, saw there were some rubbish ordered the students threw it. The second, teachers sound was audible from the backside of the classroom. The third, teacher did monitoring and checking students understanding about the lesson. For example by said: "what would you do next?, what did you don't understand?". The last, teacher always gave her smile for the students in teaching learning processed.

2) **Students' Speaking Score of Cycle 2**

After doing the test, the researcher had analyzed students' achievement based on retelling story activity. The researcher had found the students' speaking skill scores in the second cycle as the following table below:

Table 4
Students' Speaking Score in the Second Cycle

No	Name	Speaking Score					Total	Score (Total X 4)
		1	2	3	4	5		
1.	AAS	5	4	3	4	5	21	84
2.	**ASH**	**4**	**3**	**4**	**3**	**4**	**18**	**72**
3.	AMS	4	3	4	4	4	19	76
4.	BSH	3	4	5	4	4	20	80

No.	Nama						Jumlah	Nilai
5.	DP	4	4	4	5	4	21	84
6.	GS	3	4	4	4	5	20	80
7.	**GMD**	**4**	**3**	**4**	**4**	**3**	**18**	**72**
8.	HD	4	4	4	5	4	21	84
9.	**IMD**	**3**	**3**	**4**	**3**	**4**	**18**	**72**
10.	ISS	3	3	4	5	5	20	80
11.	MPD	3	4	5	4	4	20	80
12.	MIS	4	4	5	4	4	21	84
13.	MMD	4	3	5	4	5	21	84
14.	**NS**	**4**	**3**	**4**	**3**	**4**	**18**	**72**
15.	NH	5	4	4	3	5	21	84
16.	NMH	4	5	3	4	4	20	80
17.	ND	4	3	4	4	5	20	80
18.	OGP	4	5	3	4	4	20	80
19.	RDH	4	4	4	5	4	21	84
20.	**RAP**	**4**	**3**	**4**	**3**	**4**	**18**	**72**
21.	RSS	5	4	3	4	5	21	84
22.	RAH	4	3	4	4	5	20	80
23.	RS	5	4	3	4	5	21	84
24.	RN	4	3	5	4	4	20	80
25.	RFS	4	3	5	4	4	20	80
26.	RR	3	5	4	4	5	21	84
27.	SD	4	3	5	4	4	20	80
28.	YH	3	5	4	4	5	21	84

Total Score	108	102	116	110	123	560	2.240
Mean	3.85	3.64	4.41	3.92	4.39	20	80
Percentage							89.28%

[*]*The students who didn't pass the passing grade (75) in the second cycle.*

From the above table, it could be presented in the following chart :
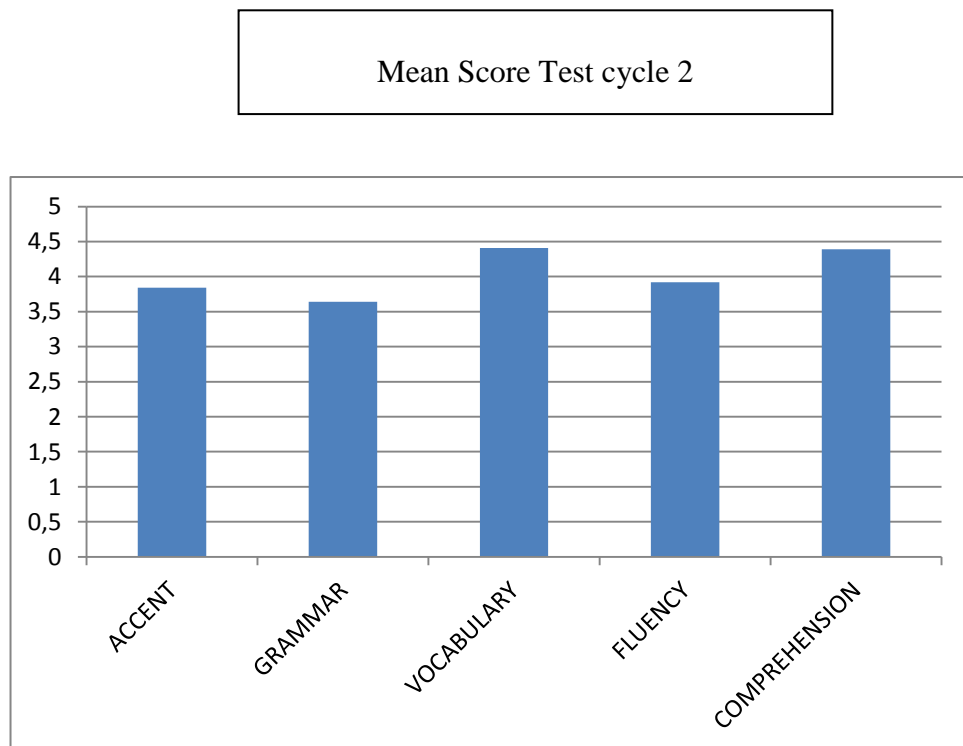
Mean Score Test cycle 2

Chart 2. Students' Mean Score based on Indicatorsin the Second Cycle

From the above table and chart, it could be concluded that students' achievement in cycle 2 was increased. The mean score in cycle 2 was 80 and percentage of students score in cycle 2 was 89.28%. Students' achievement in speaking was categorized very

good. The students' score in cycle I was 61 (25) and cycle 2 was 80 (89.28%).

c. The Comparison of Students' Achievement of the Action

Based on the first and the second observation of students speaking skill, it can be concluded that students' speaking skill had improved through retelling story. To compare the test result of the action between first and second cycle, the researcher used some steps. Those steps are calculating the students' mean score of the test, calculating the percentage students' improvement score first and second cycle.

In first cycle, the students have some problems such as students' speaking skill poor because they got the result in average 50-65 while the KKM at SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara is 75 for all English skills. In interpersonal factors, students have less motivation , lack of vocabulary mastery and students still used their mother tongues and combined with Indonesia language when they studied English In Interpersonal factors, the English teacher was seldom to apply technique in learning process.

The result of the test are there was eight students got 52 score, seven students got 56 score, five students got 60 score, two students got 76 score, and five students got 80 score.It can be concluded that from 28 students at grade VIII SMP N 2 Padang

Bolak Tenggara Kabupaten Padang Lawas Utara cycle 1, there were only six students passed the passing grade 75 score. Meanwhile, there were 22 students did not pass the passing grade 75 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following :

$$\vec{x} = \frac{\sum \vec{x}}{N}$$

$$\vec{x} = \frac{1.708}{28}$$

$$\vec{x} = 6.1$$

Based on the calculation, the mean score of the class in first test was 59.42. it showed that the students' speaking skill was categorized into enough categories. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{7}{28} \times 100\%$$

$$P = 25\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able to speak fluently and bravely. They had motivation to speak English because their English Vocabulary

and grammatical mastery had been increased. They used English language to speak with their friends in learning English. So, it made them more active in the class. It means that students' speaking skill were improved and better than the previous cycle . There was 5 students got 72 score, one students got 76, eleven students got 80 score, and eleven students got 84 score.

It can be concluded that from 28 students at grade VIII SMP N 2 Padang Bolak Tenggara Kabupaten Padang Lawas Utara in cycle 2, there were five students did not pass passing grade 75 score. Meanwhile,there were 23 students passed the passing grade 75 score. In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

$$\vec{x} = \frac{\sum \vec{x}}{N}$$

$$\vec{x} = \frac{1.708}{28}$$

$$\vec{x}$$

$$= 79.35$$

Based on the calculation, the mean score of the class in second test was 80. It showed that the students' speaking skill was categorized into high category. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{25}{28} \times 100\%$$

$$P = 89,28\%$$

Based on the above explanation, it can be concluded that the researcher hypothesis that Retelling Story could improve students' speaking skill at grade VIII SMP N Padang Bolak Tenggara Kabupaten Padang Lawas Utara was accepted. The comparison of students' achievement in speaking skill of cycle 1 and cycle 2 could be looked from the table below:

Table 5
Comparison of Students' Achievement in Speaking Ability
In Cycle 1 and Cycle 2

No	Name	Speaking Score		State
		Cycle 1	Cycle 2	
1.	AAS	80	84	Passing grade
2.	ASH	52	72	Didn't passing grade
3.	AMS	56	76	passing grade
4.	BSH	80	80	passing grade
5.	DP	60	84	passing grade
6.	GS	80	80	passing grade
7.	GMD	52	72	Didn't passing grade
8.	HD	60	84	passing grade
9.	IMD	52	72	Didn't passing garde
10.	ISS	60	80	passing grade
11.	MPD	52	80	passing grade
12.	MIS	76	84	passing grade
13.	MMD	52	84	passing grade
14.	NS	52	72	Didn't passing grade
15.	NH	52	84	passing grade
16.	NMH	56	80	passing garde
17.	ND	56	80	passing grade
18.	OGP	60	80	passing grade
19.	RDH	60	84	passing grade
20.	RAP	56	72	Didn't passing grade
21.	RSS	56	84	passing grade
22.	RAH	52	80	passing grade

23.	RS	56	84	passing grade
24.	RN	56	80	passing grade
25.	RFS	80	80	passing grade
26.	RR	76	84	passing grade
27.	SD	48	80	passing grade
28.	YH	80	84	passing grade
Total Score		**1.708**	**2.240**	Improved
Mean		**61**	**80**	Improved
Percentage		**25%**	**89.28%**	Improved

The students who passed the passing grade (75) in the cycle 1 and

cycle 2

Based on the explanation, it could be concluded that the mean score and percentage of the second test. The improvement from the first test in the first test the mean score was 61 (25%), it was included enough category. The improvement of mean score in second test mean score was 80 (89,28%), it was an improvement of students' speaking skill. It can be looked from the chart below:
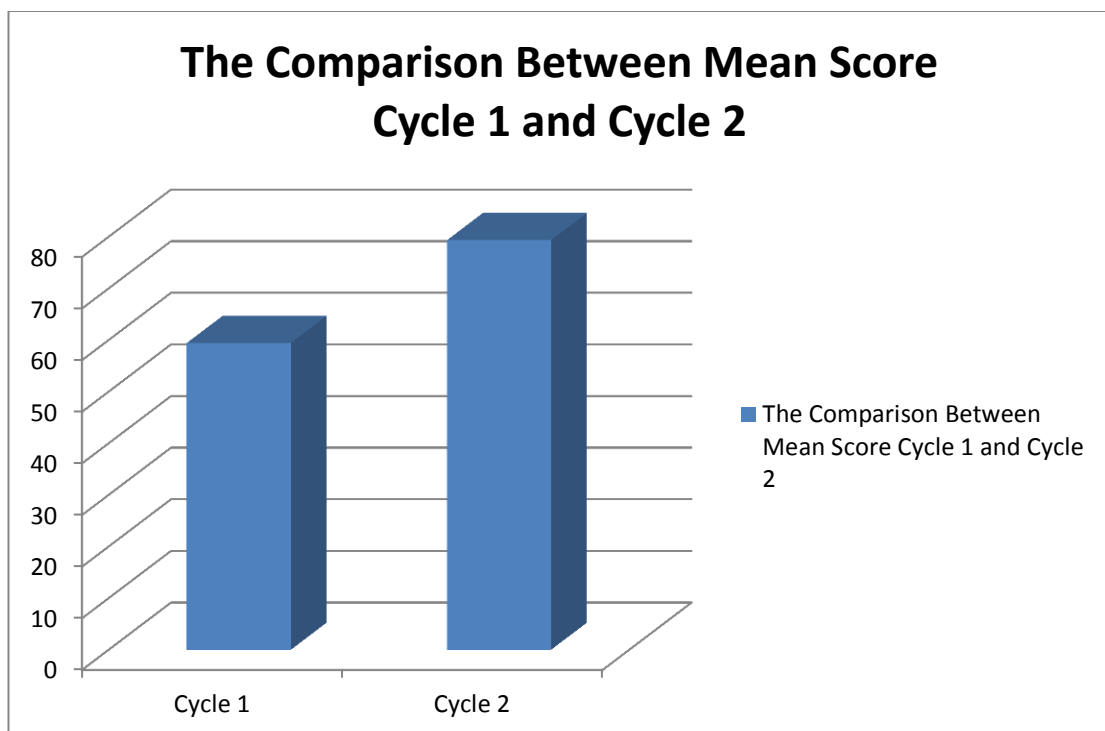
Chart 3.The Comparison Mean Score between First Test and Second Test (First Cycle and Second Cycle).

Based on the above chart, students got improvement on their score. From the students' mean score the first cycle students' mean score were 61and the second cycle students' score were 80. From the students' percentage, the first cycle, there were six students passed the passing grade (25%). The second cycle, there were twenty two students passed the passing grade (89.28%).

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (61) is greater than first cycle (80). It showed that "Retelling Story "influenced to improve the students' speaking skill at grade VIII SMP N Padang Bolak Tenggara Kabupaten Padang Lawas Utara.

Table 6

The Result of Difference Scores Between First Cycle and Second Cycle

No.	Name	Cycle 1	Cycle 2	D= X-Y	Σ_D=D-M_D	ΣD^2
1	AAS	80	84	4	-13,14	172,65
2	ASH	52	72	20	2,86	8,17
3	AMS	56	76	20	2,86	8,17
4	BSH	80	80	0	0	0
5	DP	60	84	24	6,86	47,05
6	GS	80	80	0	0	0
7	GMD	52	72	20	2,86	8,17
8	HD	60	84	24	6,86	47,05

9	IMD	52	72	20	2,86	8,17
10	ISS	60	80	20	2,86	8,17
11	MPD	52	80	28	10,86	117,93
12	MIS	76	84	8	-9,14	83,53
13	MMD	52	84	32	14,86	220,81
14	NS	52	72	20	2,86	8,17
15	NH	52	84	32	14,86	220,81
16	NMH	56	80	24	6,86	47,05
17	ND	56	80	24	6,86	47,05
18	OGP	60	80	20	2,86	8,17
19	RDH	60	84	24	6,86	47,05
20	RAP	56	72	16	-1,14	1,29
21	RSS	56	84	28	10,86	117,93
22	RAH	52	80	28	10,86	117,93
23	RS	56	84	28	10,86	117,93
24	RN	56	80	24	6,86	47,05
25	RFS	80	80	0	0	0
26	RR	76	84	8	-9,14	83,53
27	SD	48	80	32	14,86	220,81
28	YH	80	84	4	-13,14	172,65
Total		**1.708**	**2.240**	**480**	**103.5**	**1.987,29**
Mean		**61**	**80**	**M$_D$= 17.14**	**Σ$_D$= 3,69**	**ΣD^2=70.97**
Percentage		**25%**	**89.28%**			

Bold name that students who passed the passing grade (75) in first cycle

*students that did not pass the KKM(75) in second cycle

To prove the significance, the researcher used t test- for sample less than 30 students. The procedures of interpreting the data were:

1. Formulating Hypothesis

    H= There is significant improvement among students' speaking test in the cycle 1 and cycle 2

2. Calculating the signification of t_o and t_t and calculating of the degree of freedom (df) with df = N-1

3. Looking for level of signification 5% or 1 % in t table (it can be seen from df)

4. Comparing the result of t^o and t^t with the criterion:

   a. If t_o bigger than t_t so H is received. It means that there is significant improvement of students' learning process result.

   b. If t_o smaller that t_t so H I rejected. It means that there is not significant improvement of students' learning process result.

5. Making conclusion from the result.

   To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

   $$M_D = \frac{\Sigma D}{N}$$

   $$M_D = \frac{369}{28}$$

   $M_D = 13,17$

   ΣD = Number of Difference Score between Cycle 1 and Cycle 2.

D= X-Y

N= 28 Students

SD$_D$= Students Deviation from the difference Score between First Test and Second Test:

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left[\frac{\Sigma D}{N}\right]}$$

$$SD_D = \sqrt{\frac{1.987,29}{28} - \left[\frac{103,5}{28}\right]}$$

$$SD_D = \sqrt{70.97 - 3.69}$$

$$SD_D = \sqrt{67.28}$$

$$SD_D = 8.20$$

SE$_{MD}$ = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{8.20}{\sqrt{28-1}}$$

$$SE_{MD} = \frac{8.20}{\sqrt{27}}$$

$$SE_{MD} = \frac{8.20}{\sqrt{5.19}}$$

$$SE_{MD} = 1.57$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{17.14}{1.57}$$

$$t_o = 10.91$$

Degrees of freedom (df) = N-1 = 28-1= 27

The calculation result of t_o = 10.19, t table with df = 27, level of significance in the t table 5% is 10.19. it can be known that the result of t_o is smaller than t table it is 10.19<40.11. based on the result, it means that there is a significant improvement between students' speaking learning process result in the first cycle and second cycle.

d. **Influencing Factors of Students' Speaking skill**

This researcher was done two cycle, there were many problems that found in every meeting until to get the improvement of students speaking skill. The problem were appeared because some factors that influenced students. Researcher would explain

some problems were appeared in every indicator of speaking as below.

a. Accent

There are 28 students at grade VIII SMP N Padang Bolak Tenggara Kabupaten Padang Lawas Utara in cycle 1. 9 Students had frequent gross errors and a very heavy accent make understanding difficult. 7 students had " foreign accent" required concentrated listening and mispronunciations, which did not interfere with understanding. 12 students had "marked foreign" accent and occasional mispronunciations which did not interfere with understanding. So, mean score this indicator was 2.78 (Cycle 1) and 3.85 (Cycle 2). In the practice of the speaking in the first cycle, 9 of them ; ASH, GMD, IMD, MPD, MMD, NS, NH, RSS,SD admitted that their difficulties in pronouncing the English words because that is foreign language and what was in written English was different when it was read. Their tongue was stiff by consulting back to the test items, the researcher found that their statements were reasonable.

Problem faced by students were difficulty to pronounce the words they spoke the writing of the words so that they were often wrong in pronouncing the English word, and they did not know how to pronounce the words. Besides that, there are

some students still using Indonesia to communicate with others. So, students were still low accent. In order to make accent of students improved, the teacher had to give more practice to the students to make it better.

Students' mistakes in pronouncing words were. Must= [*must*],it should be [**məst**]; two=[two], it be should be [**tu:**], ever =[eper], it should be [evə(r)], up =[ap], it should be [**ʌp**], beautiful=[beatiful], it should be [**bju:tifl**], very=[veriy], it should be [**'veri**], eat=[ead], it should be [**i:t**], favorite =[faforit], it should be [**'feivərit**].

So, students' were still low in accent. In order to make accent of students improved, the teacher had to give more practice to the students to make it better. So, for solving students problem in difficulty to pronounce the researcher motivates students to use optimal the tool to help vocabulary enrichment including how to pronounce the word researcher motivated them to be diligent in training their pronunciation and gave them illustration if someone could speak English and could not speak English, it is aim was to get their interest in training their pronunciation generally in learning English, and teaching learning process, researcher gave the some vocabularies especially the difficult words that they didn't know before starting the next meeting as a result, students'

achievement in this indicator was be improved, mean score this indicator were 2.78 (Cycle 1) and 3.85 (Cycle 2).

b. Grammar

Students' problem were difficulty in building words and their grammatical patterns were inaccurate because they have not mastered of grammar. The problem was related to mastery of sense or the patterns in tenses which caused their sentence were uncompleted and their grammars in the sentences were wrong.

There were five criteria in indicator of grammar. In the first cycle, from 24 students in the classroom, 10 students had frequent errors showing imperfect control of some patterns. 12 students had occasional errors showing imperfect control of some patterns. 7 students had few errors, with no patterns or failure. So, mean score this indicator was 2.71(Cycle 1) and 3.64 (Cycle 2).

Problem faced by the students were difficulty in building words and their grammatical patterns were inaccurate because they have not mastered the grammar. The problem was related to mastery of tenses or the patterns in tenses which caused their sentences were uncompleted and their grammars in the sentences were wrong. Students' mistakes in using "simple past tense" the usage of simple past tense is S+

Tobe(was/were) + O. for example they are Rizky, arifin, milda and nikmah (they were Rizky, arifin, milda and nikmah). We not feel boring (we were not feel boring) we like holiday (we were like holiday).

So, for solving students' problem in difficulty to building sentence the researcher teaching mostly about grammar. Researcher gave more explanation about the language context that targeted in the text meeting and motivated them to practice their knowledge in their speaking and motivated them to practice their knowledge in their life so that it could not lose. As a result students' achievement in this indicator was improved. That was seen from mean score 2.71(Cycle 1) and 3.64(Cycle 2).

c. Vocabulary

There were five criteria in indicator vocabulary. In the first cycle, from 28 students in the classroom, 7 students had vocabulary limited to basic personal and survival areas. 12 students had choice of words sometimes inaccurate, limitation, of vocabulary prevent discussion of some common professional and social topics. 9 students had professional vocabulary adequate to discuss special interest and general vocabulary permits discussion of any non-technical subject

with some circumlocution. The mean score this indicator was 3.17 (Cycle 1) and 4.14 (Cycle 2).

Problem faced by the students were difficulty in searching adequate words because when the researcher gave questions about how often they learn vocabularies at their school or their home, nobody answered the questions. It means that, they just learned vocabularies at school and they were lazy to speak English in their daily activity. So, students were still low in vocabulary. Students' mistakes in vocabularies were :

In order to make vocabularies of students improved, the researcher had to give some vocabularies which were related to the topic and the researcher motivates the students to practice speaking English and speaking of meaning difficult word and study to looking for the word difficulties and researcher gave method to memorize vocabularies such as using key words that could be practiced by them in the class. As a result, students' achievement in this indicator was improved. That was seen from mean score 3.17 (Cycle 1) and 4.14 (Cycle 2).

d. Fluency

Students' problems were difficult in speaking English fluently because their utterance low and occasionally hesitant because of grouping word. Students' mistakes in fluency were

: at the last day of final exam semester (silent a moment) what do you think about visiting the docter.

So, for solving the students' problem in fluency researcher motivated them to train their speaking and to read their speech so that they could know about their ability and the teacher gave necessary instrument when learning process was running such as using filler in their speech so that their speech became coherence and understandable speech. As a result, students' achievement in this indicator was improved. That was seen from mean score 3.21in (Cycle 1) and 3.92(Cycle 2).

e. Comprehension

There were five criteria in indicator of comprehension. In the first cycle, from 28 students in the classroom, researcher understood most of students in normal educated conversation expect for every colloquial or low- frequency items, or exceptionally rapid or slurred speech. There are 2 students that researcher understood only slow, very simple speech on common social and touristic topic, requires constant repetition and rephrasing. There are 18 students that researcher understood careful, some what simplified speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.

Difficulty to understand words even it was a familiar word because their attitude in speaking could annoy the researcher while students' were speaking. The problem by the researcher had difficulty to understand words even it was a familiar word. For example

So for loves the problem the researcher should guess what students' targeted in their speaking with repeating their result of discussion for several times. As a result students' achievement in this indicator was improved. That was seen from mean 3.18 in cycle 1 and 4.35 in cycle 2.

From the description above could be concluded that the problems of students' speaking skill in indicator of accent, grammar, fluency, vocabulary and comprehension have improved by applying researcher's solution.

C. Discussion

Based on the related findings, the researcher discussed that the researcher findings had shown students' speaking skill improved well. DarwissyahIrwan D " The Effect of Retelling Story Towards Students' Speaking Ability This research in taking the sample the writer used total sampling technique, it involved one class. In the data collecting technique the writer used speaking test by using retelling story. After analyzing the data by using t test formula, it was found that t ratio > t table with

significant level 5% that 3,82> 2,00. It means that t ration > t table, so there is the significant students speaking skill.[31]

The second, Purwatiningsih has done a researcher in MAN 2 Madiun about "Improving Speaking Ability Through Story Telling Techique By Using Picture Series. The finding of the study indicated that the implementation of the technique was successful in improving the students' speaking ability, since the criteria of success were achieved. The mean score cycle 1 was 68.5. The mean score of cycle II was 77.6.[32]

The third, Herliani Nasution has done a research in MTS N Padangsidimpuan about " Improving students' speaking skill by using Community Language Learning at grade V111 MTS N 2 Padangsidimpuan". In first cycle was 13.63 %.and cycle was 93.10 %. Based on the research result in first cycle and second cycle, it shows the improvement of students' mean score and students' percentage, So students' improvement in speaking ability by using community language learning is very good category. She concluded that Community Language Learning could improve students' speaking skill at grade V111 MTS N 2 Padangsidimpuan.

Last, research by Jessica Novia with title "Retelling Short Story To Improve Students' Speaking Skill". This study is aimed to investigate

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[31]Darwissyah Irwan D ,The Effect Of Retelling Story Towards Student' Speaking Ability *http:ejournal.radenintan.ac.id/index.php/ ENGEDU English Education:Jurnal Tadris Bahasa Inggris,Vol 9 (1),2016.*

[32] Purwatiningsih, Improving Speaking Ability Through Story Telling Techique By Using Picture Series. *http:ejournal.radenintan.ac.id/index.php/ENGEDU English Education:Jurnal Tadris Bahasa Inggris,Vol 5(1), March 2016.*

whether or not the use of retelling short story improves the students' speaking skill and to find out the effect size of the improvement of students' speaking skill after being taught using retelling short story of the tenth grade students of SMA Santun Untan Pontianak. The form of this research is preexperimental study with one group pre-test post-test design. The population of this research is the tenth grade students of SMA Santun Untan Pontianak, while the sample is class X B that consists of 24 students. The research findings show that the mean score of pre-test is 56,04 while the mean score of post-test is 61,46. It shows that retelling short story improves the students' speaking skill. The result of the research shows that t test is higher than t-critical the value is 8,34>2.069 it means that the alternative hypothesis (Ha) is accepted. It can be concluded that there is a highly significant effect of retelling short story to improve students' speaking skill on the tenth grade students of SMA Santun Untan Pontianak.

Based on the explanation above, the researcher found the similarity with the others researcher and the theory which is related to retelling story. It was based on the explanation above, the researcher found the similarity with the others researcher and the theory which is related to retelling story. It was based on the data in the first cycle was 6.1 (25%) and in the second cycle was 80 (89.28%). It means that there had 57.15% improvements for percentage of students who passed the KKM in

speaking skill. It can be concluded that the researcher had been success in doing the researcher.

D. Threats of The Research

There were some aspects that could threats for this research, when researcher doing the researcher doing the research. They were:

1. The data in this research were not objective because it needed the description of the mark based on the researcher listening to the students.

2. The tool that used in collecting the result of students' speaking was uncompleted because the researcher just used task on picture, recorded or picture or other told were needed to make the mark more subjective and learning process, more effective and efficient.

3. In teaching learning process was not running well because the students were less serious and enthusiasm in doing retelling story , some students still used mix language when they don't know about the vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the classroom action researcher, it could be cocluded that Retelling story Technique improved students' speaking skill at grade VIII SMP N 2 Padang Bolak Tengggara Kabupaten Padang Lawas Utara. It based on the students' speaking score, the mean score in the first cycle was 6.1 (25%), and in the second cycle was 80 (89.28%). The improvement from the cycle I to the cycle II is 64.28% High

B. The Suggestion

After finishing this research, the researcher got many informations in English teaching and learning process. Therefore, the writer has suggestion to:

1. For the headmaster, to develop support the teachers, especially English teachers, to do best way in teaching, especially in teaching speaking.

2. For English teachers, are hoped to use appropriate technique can improve English achievement especially for speaking.

3. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these technique deeply because it gives the contribution.

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CURRICULUM VITAE

A. Identity

Name : Winda Hariani Dasopang

Reg. No. : 14 203 000151

Place/Birth : Pintu Padang/Mei, 31rd 1995

Sex : Female

Religion : Islam

Address :Pintu Padang Kec. Padang Bolak Tenggara Kab. Paluta

B. Parents

Father's Name : Muhammad Kholil Dasopang

Mother's Name : Sartika Daulay

C. Educational Background

1. Elementary School : SD Negeri 101070 Siunggam (2002-2008)
2. Junior High School : MTS Baharuddin (2008-2011)
3. Senior High School : MAS Baharuddin (2011-2014)
4. Institute : IAIN Padangsidimpuan (2014)

CYCLE I (SIKLUS I)
LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS : **SMP N 2 PADANG BOLAK TENGGARA**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **VIII (Delapan)**

Tahun Pelajaran : **2018/ 2019**

Aspek/Skill : **Speaking**

Pertemuan : **Pertemuan Pertama/ First Meeting**

Alokasi Waktu : **4 x 45 menit (2 kali Pertemuan)**

A. Standar Kompetensi :

1. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk recount dalam konteks kehidupaan sehari- hari

B. Kompetensi Dasar:

1. Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi dalam bentuk recount secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.

C. Indikator Pembelajaran

1. Siswa dapat menanyakan dan memberikan pendapat tentang gambar, tempat ,benda, dan orang secara spontanitas.

2. Siswa mampu dalam membuat recount teks serta mengungkapkan secara lisan.

3. Melakukan transactional untuk menanyakan pendapat dan memberikan pendapat.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Siswa mampu memberikan pendapat sebuah gambar,tempat atau benda secara spontanitas
2. Siswa mampu dalam membuat recount teks serta mengungapkan secara lisan.
3. Siswa mampu melakukan transaksional untuk menanyakan pendapat, memberi pendapat .

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

E. Materi Pembelajaran : *Recount text*
F. Teknik Pembelajaran : Retelling Story
G. Langkah-langkah Kegiatan

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
1. Kegiatan Awal a. Guru membuka kelas dengan dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar bersama-sama. b. Guru memeriksa kebersihan kelas. c. Guru mengabsen siswa. d. Guru bertanya kepada siswa tentang materi yang berkaitan. e. Guru menjelaskan tujuan pembelajaran yang akan dicapai.	a. Siswa menjawab salam dan berdoa bersama-sama. b. Siswa memeriksa kembali kebersihan disekitar kelas. c. Siswa mendengarkan guru mengabsen. d. Siswa menjawab pertanyaan guru tentang materi yang berkaitan. e. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.	20 Menit

2. Kegiatan Inti
   a. Guru memulai menjelaskan materi pembelajaran yang akan dibicarakan yaitu penjelasaan teks recount.
   b. Guru membagi teks recount kepada setiap siswa.
   c. Setiap siswa diminta untuk membaca teks dan mulai menemukan generic structure teks tersebut.
   d. Siswa di minta untuk memahami teks tersebut dalam beberapa saat agar mereka dapat menceritakaan kembali (retell) teks tersebut didepan kelas
   e. Setelah selesai memahami teks tersebut.setiap sisa menceritakaan kembali (retell) didepan kelas dengan bahasa sederhana sesuai teks yang dberikan.
   f. Setelah itu guru bertanya kepada siswa tentang kata-kata sulit yang mereka temukaan dalam teks.
	a. Siswa mendengarkan penjelasan dari guru.
	b. Siswa mengaplikasikan retelling story teknik serta mengeksplorasi kemampuan berbahasanya dengan memperhatikan konteks sosial dan kelancaran berbicara.
	   1. Siswa mengambil tempat duduk sesuai dengan intruksi yang diberikan oleh guru.
	   2. Siswa memperhatikan intruksi dan pedoman yang akan mereka lakukan dalam kegiatan tersebut, seperti memahami instruksi yang diberikan, menyelesaikan tugas yang dikerjakan dan menyimpulkan hasil diskusi untuk meningkatkan pemahaman mereka tentang kegiatan tersebut.
	   3. Siswa mendengarkan pertanyaan yang diberikan oleh
		40 Menit

		20 Menit

3. Kegiatan Penutup
  a. Guru dan siswa bersama-sama menyimpulkan pelajaran.
  b. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang mereka rasakan selama pembelajaran berlangsung.
  c. Guru menanyakan kesulitan siswa ketika mereka berbicara didalam kelas.
  d. Guru menutup pelajaran dan memotivasi siswa agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, maupun guru.
  e. Siswa memberi salam kepada guru.		

H. Sumber belajar

1. Internet

I. Penilaian

Indikator PencapaianKompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1.Mampu berbicara dengan lancar sesuai dengan konteks.	Unjuk kerja	Berbicara	Retelling story in recount text.

Padangsidimpuan,   2019

Mengetahui;

Validator   Peneliti

YUSMA SIREGAR,S.Pd   **WINDA HARIANI**

NIP. 19720427 199801 2 001   **NIM. 14 203 00151**

Learning Material

A. Recount text

Communicative purpose: to retell events for the purpose of informing and entertaining.

B. Kinds of recount text

1. Personal recount: reading of an activity that the writer/speaker has been personally involved in.

2. Factual recount: recording the particulars of an incident

3. Imaginative recount: taking on imaginary role and giving details of events

C. Generic structure of recount text

1. Orientation: give background information about the events (who is involved, where happened, and when it happened)

2. Events: tell what happened in chronological order

3. Re-orientation: to close the events with the writer's impression about the event

D. Language features

1. Using personal participant: I, my family, we, etc.

2. Use past tense: arrived

3. Use temporal connectives/temporal sequence events: last holiday, then, next, after, and, before, etc.

4. Using action verb: went, etc.

5. Using linking items to do with time: was, were.

E. Example of recount text

MY SCHOOL

Many people said that being a students of SMU would be unforgettable experience in our life, it happened to me. At that time, it was my fateful days to stand up and be counted, most of friends also agree that our school was the best ever.

Although I realized it's not as big as other school in medan, but what made it special for me were its teachers, completions, and friendship. They were so interesting that I would never forget it. Especially my teachers, they taught me a lot of things, most importantly, the philosophy of life, and how to be self-standing students, though I was not so smart but I was more articulate than my friends. Therefore I became so famous until they chose me to be the leader of OSIS.

TEST FOR FIRST CYCLE

Instruction   **:** Retell the text above in front of the class using your own language

Visiting the Doctor

Last week I was sick and I went to see a doctor. I waited for the doctor to finish his examination. He was a heart specialist. He was an excellent doctor and his examinations were accurate. He listened my heartbeat and checked my blood pressure and temperature. He also looked at my eyes and throat. He examined me accurately.

When he completed his examination he said that heart trouble was not a minor illnes. He advised me to lose some weight, get plenty of sleep and eat nutritions meals. After giving me advice he wrote a prescription.

I felt better after I spoe to the doctor. Then, I went home and my husband went to the drugstore to buy medicine. It was the first time I was a specialist doctor

<div align="right">

Padangsidimpuan,   2018

</div>

Mengetahui;

Validator   **Peneliti**

YUSMA SIREGAR,S.Pd   **WINDA HARIANI**

NIP. 19720427 199801 2 001   **NIM. 14 203 00151**

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS   **: SMP N 2 PADANG BOLAK TENGGARA**

Mata Pelajaran **: Bahasa Inggris**

Kelas/Semester **: VIII (Delapan)**

Tahun Pelajaran **: 2018/ 2019**

Aspek/Skill   **: Speaking**

Pertemuan   **: Pertemuan Kedua/ Second Meeting**

Alokasi Waktu **: 4 x 45 menit (2 kali Pertemuan)**

A. Standar Kompetensi :

1. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk recount dalam konteks kehidupaan sehari- hari

B. Kompetensi Dasar:

1. Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi dalam bentuk recount secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.

C. Indikator Pembelajaran

1. Siswa dapat menanyakan dan memberikan pendapat tentang gambar, tempat ,benda, dan orang secara spontanitas.

2. Siswa mampu dalam membuat recount teks serta mengungkapkan secara lisan.

3. Melakukan transactional untuk menanyakan pendapat dan memberikan pendapat.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Siswa mampu memberikan pendapat sebuah gambar,tempat atau benda secara spontanitas
2. Siswa mampu dalam membuat recount teks serta mengungapkan secara lisan.
3. Siswa mampu melakukan transaksional untuk menanyakan pendapat, memberi pendapat .

❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (*trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

E. Materi Pembelajaran   **:** *Recount text*

F. Teknik Pembelajaran   **:** Retelling Story

G. Langkah-langkah Kegiatan

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
1. Kegiatan Awal a. Guru membuka kelas dengan dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar bersama-sama. b. Guru memeriksa kebersihan kelas. c. Guru mengabsen siswa. d. Guru bertanya kepada siswa tentang materi yang berkaitan. e. Guru menjelaskan tujuan pembelajaran yang akan dicapai.	a. menjawab salam dan berdoa bersama-sama. b. Siswa memeriksa kembali kebersihan disekitar kelas. c. Siswa mendengarkan guru mengabsen. d. Siswa menjawab pertanyaan guru tentang materi yang berkaitan. e. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.	20 Menit

2. **Kegiatan Inti**		
a. Guru memulai menjelaskan materi pembelajaran yang akan dibicarakan yaitu penjelasaan teks recount.	a. mendengarkan penjelasan dari guru.	
b. Guru membagi teks recount kepada setiap siswa.	b. Siswa mengaplikasikan retelling story teknik serta mengeksplorasi kemampuan berbahasanya dengan memperhatikan konteks sosial dan kelancaran berbicara.	
c. Setiap siswa diminta untuk membaca teks dan mulai menemukan generic structure teks tersebut.	1. Siswa mengambil tempat duduk sesuai dengan intruksi yang diberikan oleh guru.	
d. Siswa di minta untuk memahami teks tersebut dalam beberapa saat agar mereka dapat menceritakaan kembali (retell) teks tersebut didepan kelas	2. Siswa memperhatikan intruksi dan pedoman yang akan mereka lakukan dalam kegiatan tersebut, seperti memahami instruksi yang diberikan, menyelesaikan tugas yang dikerjakan dan menyimpulkan hasil diskusi untuk meningkatkan pemahaman mereka tentang kegiatan tersebut.	
e. Setelah selesai memahami teks tersebut.setiap sisa menceritakaan kembali (retell) didepan kelas dengan bahasa sederhana sesuai teks yang dberikan.	3. Siswa mendengarkan pertanyaan yang diberikan oleh guru.	
f. Setelah itu guru bertanya kepada siswa tentang kata-kata sulit yang mereka temukaan dalam teks.	4. Siswa menampilkan hasil diskusi di depan kelas tentang pembicaraan mereka saat diskusi berlangsung.	

g. Dan guru memberikan informasi tentang arti kata-kata sulit tersebut dan cara membacanya.		
3. Kegiatan Penutup 　a. Guru dan siswa bersama-sama menyimpulkan pelajaran. 　b. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang mereka rasakan selama pembelajaran berlangsung. 　c. Guru menanyakan kesulitan siswa ketika mereka berbicara didalam kelas. 　d. Guru menutup pelajaran dan memotivasi siswa agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, maupun guru. 　e. Siswa memberi salam kepada guru.	21 Menit	

H. Sumber belajar
1. Internet

I. Penilaian

Indikator PencapaianKompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1.Mampu berbicara dengan lancar sesuai dengan konteks.	Unjuk kerja	Berbicara	Retelling story in recount text.

Padangsidimpuan,   2019

Mengetahui;

Validator   Peneliti

YUSMA SIREGAR,S.Pd   **WINDA HARIANI**

NIP. 19720427 199801 2 001   **NIM. 14 203 00151**

Learning Material

A. Recount text

   Communicative purpose: to retell events for the purpose of informing and entertaining.

B. Kinds of recount text

 1. Personal recount: reading of an activity that the writer/speaker has been personally involved in.

 2. Factual recount: recording the particulars of an incident

 3. Imaginative recount: taking on imaginary role and giving details of events

C. Generic structure of recount text

1. Orientation: give background information about the events (who is involved, where happened, and when it happened)

2. Events: tell what happened in chronological order

3. Re-orientation: to close the events with the writer's impression about the event

D. Language features

1. Using personal participant: I, my family, we, etc.

2. Use past tense: arrived

3. Use temporal connectives/temporal sequence events: last holiday, then, next, after, and, before, etc.

4. Using action verb: went, etc.

5. Using linking items to do with time: was, were.

Example of recount text

MY BIRTHDAY

It was takbiran night. It was also my birthday, and nothing happened. Or I had thought nothing would happen, but I was wrong.

That night, I was watching television with my family when I heard someone lit fireworks in my front yard. I peeped trough my window glass but could see nothing. It was very dark outside. Then I plopped down on my sofa again and tried to concentrate on the television since my mind raced with disappointment that no one gave something special on my birthday. I shrugged, it was almost the end of the day and I became pessimist. Five minutes later my mobile beeped. It was a text from my friend asking me to come out. Wondering what was going on, I grabbed my jacket and hurried to the front door. I was surprised to see her bring a bag full of firework and fire drills. Next I was surprised to see my other friend come out from the darkness. She brought a beautiful birthday cake on her hands. Oh my god! I shirked. Then they gave the cake to me who was too stunned to say anything. I realized I was blushing furiously because my whole family was watching. Not to mention my neighbors too!

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word.

TEST FOR SECOND CYCLE

Instruction   **:** Retell the text above in front of the class using your own
language

Very Tired Day

Last Tuesday was a busy day for me. I spent my time to do a lot of activities from my senior high school to my home. I had no time to take a rest.

First, at the morning, I went jogging. After that I went to school to study until 3.00 pm. Fom my school, I went to sanggarian sport hall to practice badminton until 8.00 pm. I practiced hard because that I felt very tired.After that, I went home. But when I would sleep, I remembered there was some homeworks that I had to do. I did my homeworks until 11.40 pm.And finally I could take a rest in my bed.

Those activities made my day busy and I felt very tired.

Padangsidimpuan,   2019

Mengetahui;

Validator   **Peneliti**

YUSMA SIREGAR,S.Pd   **WINDA HARIANI**

NIP. 19720427 199801 2 001   **NIM. 14 203 00151**

APPENDIX

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   : English
Class/ Semester   : VIII
Cycle   : I
Observer   : Researcher

No.	Students	Activities					
		Students' noisier	Students' who doesn't focus	Students' just silent	Students' walks around	Students' disturbance	Students' permission
1	AAS	✓	✓				
2	ASH						
3	AMS	✓			✓		
4	BSH				✓	✓	
5	DP						
6	GS	✓				✓	
7	GMD				✓		
8	HD			✓			
9	IMD						
10	ISS			✓			
11	MPD						
12	MIS		✓		✓		

No	Name						
13	MMD					✓	✓
14	NS						
15	NH						
16	NMH			✓		✓	
17	ND	✓	✓				
18	OGP						
19	RDH						
20	RAP						
21	RSS			✓			
22	RAH		✓				✓
23	RS						
24	RN	✓					
25	RFS						
26	RR						
27	SD	✓				✓	
28	YH	✓	✓		✓	✓	
Total		7	5	4	5	6	2
Condition of the Classroom		The class uncontrolled, some students were passive in the class. They made disturbance and noisy .they didn't focus to study English because they didn't interest and understand about the class the lesson.					

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class/ Semester : VIII
Cycle : II
Observer : Researcher

No.	Students	Activities					
		Students' noisier	Students' who doesn't focus	Students' just silent	Students' walks around	Students' disturbance	Students' permission
1	AAS						
2	ASH						
3	AMS						
4	BSH						
5	DP						
6	GS						
7	GMD						
8	HD						
9	IMD						
10	ISS						
11	MPD						
12	MIS						

13	MMD					
14	NS					
15	NH					
16	NMH					
17	ND					
18	OGP					
19	RDH					
20	RAP					
21	RSS					
22	RAH					
23	RS					
24	RN					
25	RFS					
26	RR					
27	SD					
28	YH					
Total						
Condition of the Classroom	Condition of the class in second cycle was to be active and interested. Even though, they got some problems in first cycle, but they could solve their problems and also they could be calm in the classroom because the researcher gave advise for them so that they could study English well.					

APPENDIX

LIST OF INTERVIEW

(Interview in English)

Interview to the students:

W h y	**Accent :** 1. Pronunciation frequently unintelligible? 2. Frequent gross errors and a very heavy accent make understanding difficult? 3. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding? 4. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding? 5. No conspicuous mispronunciations, but would not be taken for a native speaker?	What is your problem?	AAS, YH,AMS, BSH, DP, and GS, admitted that their difficulties in pronouncing the English word. They felt difficult in speaking English because the said that the English is foreign language. Their tongue was stiff. GMD, HD, IMD, ISS, MPD, MIS, MMD, and NS, admitted that their difficulties in pronouncing the English words because they less trained their speaking English and they seldom read English book so that they felt difficult in pronouncing word. NH, NMH, ND, OGP, RDH, RAP, RSS, and RAH, admitted that their difficulties in pronouncing the difficult word or the unfamiliar word that caused their pronunciation were wrong. They said that they were difficult in pronouncing the words that never used by them and they just could pronounce the familiar words.
W h y	**Grammar :** 1. Grammar almost entirely inaccurate phrase? 2. Constant errors showing control of very few major patterns and frequently preventing communication? 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding?	What is your problem?	NH, NS, GMD, ND, RDH RAP, RSS, RAH, and MMD, admitted that they were difficult in building words because they said that they less mastered word or vocabulary and patterns that used to form the words became the complete sentences. They also said when they spoke English, they forgot the pattern of tenses that used in the conversation.

	4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding? 5. Few errors, with no patterns or failure?		RS, RN,RFS, RR, SD, YH, AAS, ASH, AMS, IMD, ISS, and HD admitted that they were difficult in using auxiliary verb in a sentence. Their grammatical pattern were inaccurate because the helping verb that used not suitable with the subject. They said that they known the theory of auxiliary very but in practicing it, they still will forgot to use the helping verb.
W h y	**Vocabulary :** 1. Vocabulary inadequate for even the simplest conversation? 2. Vocabulary limited to basic personal and survival areas? 3. Choice some word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics? 4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocutions? 5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations?	What is your problem?	RS, RAH and RN admitted that they were difficult in searching adequate words because they did not know the meaning of words in English. YH, SD RR, GS, DP and MMD admitted that they were difficult in searching words. They said that they were difficult in determining words to answer the interviewer's question because their vocabulary were limited or less NS, NH, NMH, OGP and RSS admitted that they were difficult in mastering the specific vocabularies and they just known the familiar vocabularies.
W h y	**Fluency :** 1. Speech is so halting and fragmentary that conversation is virtually impossible? 2. Speech is very low and uneven expect for short or routine sentences? 3. Speech is frequently hesitant and jerky, sentences may be left uncompleted? 4. Speech is occasionally hesitant, with some	What is your problem?	YH AAS, HD, ND, MIS, MPD and RSS admitted that they were difficult in speaking fluently and slowly because they must think to search and pronounce the words or the sentences. ISS, SD, IMD, AMS, RAH, RDH, RAP, RN and RDH admitted that they were difficult in speaking English fluently. Their utterances were hesitant and jerkly

	unevenness caused by rephrasing and grouping for words? 5. Speech is effortless and smooth, but perceptibly non native in speech and evenness.		because they had disjoined sentences and restricted in English. AAS, ASH, BSH, DP, GS, GMD, IMD, and ISS admitted that their speech were occasionally hesitant because they high think in grouping words.
W h y	**Performance/ comprehension :** 1. Understands too little for the simplest type of conversation? 2. Understand only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing? 3. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing? 4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing? 5. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech?	What is your problem?	RAH, OGP, NMH NS, ND, NH, MIS, YH, SD, RR, RFS, and RN, admitted that they just could understand the words slowly and slowly and simple topics because they just understood a little English words. RAP,RDH, NH, MMD, BSH, IMD, HD NS, and RSS admitted they just understood the speaker' speech carefully because when they spoke English they thought the meaning of the words and thought what they wanted to say.
W h y	Do you make noisy in the classroom?	What is your problem?	YH, ND, NS, OGP, IMD, ISS, DP, GS, NMH, RRS and RR said that they made noisy in the classroom because they didn't like to learn English. Their reason was the English was difficult different writing and different pronunciation. They were not interested to learning English. So, they were not enthusiasm and serious in doing interview activity in the classroom.

			GP, GMM, MMD and RSS said that they made noisy in the classroom because they just asked the other students what was the meaning of the sentences in the worksheet of interview and how the words were pronounced.
	Do you go permission?		RAH, ND, HD, and ISS said that they went permission because they wanted to go to toilet (they had to pay)
	Do you sleep in the classroom?		
	Do you walk around?		AAS, and ASH said that they walked around because they just asked their friend: how to question and to answer the instruction in the worksheet of interview.
	Don't you attend in the classroom?		

Documentation of The Research

First cycle

Reasearcher was explained the material

Documentation of The Research

Second cycle

Reasearcher was explained the material

Nomor : B - 43 /In.14/E.3/TL.00/01/2020   9   Januari 2020
Hal   : **Izin Penelitian**
          Penyelesaian Skripsi.

Yth. Kepala SMP N 2 Padang Bolak Tenggara
Kabupaten Padang Lawas Utara

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Winda Hariani Dasopang
NIM   : 1420300151
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**Improving Students' Speaking Skill Through Retelling Story at Grade VIII SMP N 2 Padang Bolak Tenggara**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Kemahasiswaan dan
Kerjasama
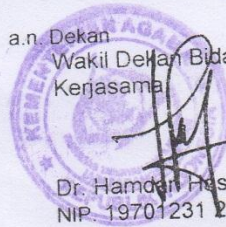
Dr. Hamdan Hasibuan, S.Pd.., M.Pd.
NIP. 19701231 200312 1 016

SURAT IJIN PELAKSANAAN PENELITIAN

Nomor : 800/ 05 / SMPN 2 / 2020

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Padang Bolak Tenggara, Kecamatan Padang Bolak Tenggara, Kabupaten Padang Lawas Utara dengan ini menerangkan bahwa:

Nama   : **WINDA HARIANI DASOPANG**

NPM   : 1420300151

Jurusan   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris/Pendidikan Bahasa Inggris

Alamat   : Pintu Padang

                    Kec. Padang Bolak Tenggara, Kab Padang Lawas Utara

Adalah benar telah melaksanakan penelitian atau pengumpulan data pada hari Jumat, 10 Januari s/d Senin 27 Januari 2020 di SMP Negeri 2 Padang Bolak Tenggara dalam rangka penelitian untuk penulisan Skripsi dengan judul :

" **Improving Students' Speaking Skill Through Retelling Story at Grade VIII SMP Negeri 2 Padang Bolak Tenggara** "

Demikian surat Ijin Penelitian ini diperbuat untuk dapat dilaksanakan dan atas kerjasamanya di ucapkan terima kasih.

Siunggam, 27 Januari 2020

Kepala Sekolah

PANGONDIAN S.Pd

PEMBINA Tk. I

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