

**DEVELOPING STUDENTS' ENGLISH SPEAKING SKILL OF
THE EIGHT GRADE BY RETELLING STORY THROUGH
SERIES PICTURES AT SMP NEGERI 2 PALU**



A Skripsi

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By

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2022**

STATEMENT OF AUTHENTICITY OF THE THESIS

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I hereby declare that this thesis entitled : "DEVELOPING STUDENTS' ENGLISH SPEAKING SKILL OF THE EIGHT GRADE BY RETELLING STORY THROUGH SERIES PICTURE AT SMP NEGERI 2 PALU" has been officially approved as my own work and it has not been and will not submitted in the whole or in part another University/Institute for the award of any other degree. If later, this skripsi is found to be fabricated either in the whole or in the part, I declare that I must comply with the rules and regulations of the university and I must be ready for the consequences thereafter due to this misconduct.

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APPROVAL PAGE

APPROVAL PAGE

The Skripsi entitled "Developing Students' English Speaking skill of the Eight Grade by Retelling Story through Series Picture in Class 8K of SMP Negeri 2 Palu" By student Name: Siti Sahrah Rahmadhani, Nim: 18.1.16.0072, a student of English Tadris Study Program (TBI) Teacher Training and Tarbiyah Faculty. After thoroughly researching and criticizing the concerned skripsi, then each supervisor view the Skripsi has fulfilled scientific requirements and can be submitted for the examination.

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ABSTRACT

Researcher : Siti Sahrah Rahmadhani

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Title : Developing Students' English Speaking skills of the Eight Grade by Retelling Story through Series Picture at SMP Negeri 2 Palu

The background of this research is because of the difficulties experienced by students of class VIII K at SMP Negeri 2 Palu in speaking English. This is evidenced by the inactivity of students in the learning process and from the recognition of students when interviewed. The reason is that they feel bored with the monotonous learning process and do not use varied learning methods. The solution to this problem is that the researcher offers to use the retelling story through series picture method to be applied to students.

The model in this study uses the Kemmish and Taggart research model which consists of 5 stages, namely; reconnaissance, planning, action execution, observation and reflection. The subjects of this study were students of class VIII K at SMP Negeri 2 Palu for the academic year 2021/2022 with a total of 13 students. Techniques for collecting interview data, observation, documentation, and written test assessment.

After implementing the two cycles, the researcher found some effective ways to improve the speaking skill of the eight grade students at SMPN 2 Palu by using the method of retelling story through picture series in the academic year of 2021/2022. First, the action using retelling story through picture series could attract students' attention and motivation in the teaching and learning process. Second, the students could have better understanding about the use of English in real situation since they got appropriate stimuli to practice the vocabulary they already know by seen the picture series. Third, they also had adequate opportunities to practice speaking in order to speak fluently and confidently. The combination of the use of retelling story through picture series and the communicative speaking activities, such as discussions, giving feedback to each other and retelling a story were able to make the students speak English. The feedbacks given by the researcher and their team members in groups were able to make them aware of their mistakes and did not repeat them. They were able to make the students more active in joining the group discussion or sometimes giving instant comments in some cases. Some students still mixed the English and Indonesian in the discussion but they followed the activity enthusiastically in the lesson. Therefore, the teaching and learning process became more interactive and communicative

Keyword : Speaking Skil, Series Picture, Retelling Story

CHAPTER I INTRODUCTION

A. Background

Speaking is a very important skill to master. In the world of education speaking ability is needed to be able to convey information and also ideas in the learning process. Students who have good speaking skills tend to look more active. One of the goals of Teaching English in the context of speaking is to be able to speak in the right way. According to Sepahvhan "there are some reasons to put speaking as the first aim of study such as personal satisfaction from being able to speak and reaching other interests or career goals."¹ It means, someone who has the ability to speak will be judged more successful in achieving learning goals than someone whose speaking ability is below average. According to David Nunan "many people feel that speaking in a new language is harder than reading, writing, or listening for second reasons. First, unlike reading or writing, speaking happen in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit or revise what you wish to say, as you can if you are writing,"² From this opinion, it can be concluded that difficulties in speaking a foreign language no longer focus on how to convey words but also on how to choose the appropriate words to use confident about speaking a foreign language, because they always focus on the mistakes that they make when they speak. On the other hand, the problem also comes from teachers

¹ Sepahvan, H, *The effect of oral reproduction of short stories on speaking skill in Iranian high school students*. (International Journal of Science and Research, 2014).

² Davind Nunan, *Practical English Language Teaching*, (McGraw-Hill, 2017) 48.

who still use ancient learning methods by only using books as a learning medium and also a way of teaching that is still monotonous and stiff, it is causing students to get bored and difficult to express their ideas. Therefore, the writer as a student and also prospective educator feels responsible to find more interesting learning techniques that can be used in the development of students' speaking skills. The writer is interested in doing the research by analyzing students' speaking skill by retelling stories through picture series.

In line with the description above, based on the results of observations made by the writer at the research location, students in class VIII K at SMP Negeri 2 Palu also have the same problem. They are still difficult to speak using English because they are not accustomed to it and also the teaching methods used by their teachers are still using ancient methods. Therefore, the writer took the initiative to conduct research using the "retelling stories through picture series" method at SMP Negeri 2 Palu with the intention of providing a new English learning experience to students there.

According to Akhyak and Indramawan in the study entitled "Improving the students' English speaking competence through retelling story"³, implemented retelling story in learning activity could improve students' ability in grammar, pronunciation, vocabulary, and also fluency. In teaching speaking, the teacher must train students by inviting them to talk a lot, but students will find it difficult if they are asked to speak directly in a conversation, unlike when they tell stories they will be free to convey their

³ Akhyak & Indramawan, A, *Improving the students' English Speaking Competence through through storytelling*. (International Journal Literature: 2013)

imagination so that it will help them to compose a lot of vocabulary that they convey in their stories.

In retelling story, student can use some pictures which show the characters involved in it, the setting of the story, and the plot of the story. Student can tell the story based on the picture series they get. After get the narrative text, student can begin their story telling by seeing the picture which show. After that, they can move to the next picture to continue the story. The students can do a lot of activities until the end of the story.⁴

Several studies have proved that retelling story through picture series is a valuable source in the development of a teaching learning process. Devina Nizzu in her journal (Improving Students' Speaking Skills through Retelling Story by Using Picture Series) said that retelling story through picture series can improve self-confidence of the student, motivation and also improve students' speaking skills in five aspects, pronunciation, grammar, vocabulary, fluency, and comprehension.⁵ However, it is very important things for teacher helps the students by making the activity or using picture to develop the student's motivation to get the best result.

Based on the explanation above, the writer is interested in conducting a research entitled "An Analysis of Students' Speaking Skill by Retelling Stories Through Picture Series" at SMP Negeri 2 Kota Palu. In addition, this research is hypothesized in this study that retelling a story using a picture

⁴ Purwatiningsih, *Improving Speaking Ability Through Story Telling Technique by Using Picture Series*. (Journal on English as a Foreign Language, 2015)

⁵ Devina N, *Improving Students' Speaking Skills through Retelling Story by Using Picture Series*. (IAIN Padang Sidempuan, 2016)

sequence will have a greater impact on developing students' speaking skills. Hopefully, this research will aid the teacher in teaching of foreign languages, especially in improving speaking skill technique.

B. Problem of the Research

How can the technique of retelling story through picture series affect to the development of the eight grade students' speaking ability in English at SMP Negeri 2 Palu?

C. Objective of the Research

The objective of this research is to solve the problem in speaking skill of the eight grade students at SMP Negeri 2 Palu by using retelling story through series pictures.

D. Key Term

To avoid the interpretation of different meanings among readers in interpreting the terms contained in the title of this proposal, the following affirmations will be summarized below:

a. Speaking

In learning a foreign language, the ability to speak is a measure of the success of the learning process. Consequently, one of the main goals of students being taught a foreign language is so that they are able to speak well and can be understood. According to Jeremy Harmer, there are three main reasons for getting students to speak in the classroom: 1) Speaking activities provide the opportunities to practice real life speaking in the

safety of the classroom. 2) Speaking tasks in which students try to use any or all of the language they know to provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. 3) More students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become.⁶ Therefore, it is essential that language teachers' pay great attention to teaching speaking.

b. Series Picture

A series of pictures is a collection of pictures that tell a story, and the story has a series. However, the meaning of this serial image has various opinions, one of which is the opinion of Jeremy Harmer who says that "pictures are extremely useful for a variety of communication activities, especially they have a game-like feel, such as describe and draw activities."⁷ In Jeremy Harmer's opinion, it is explained that a serial image is a picture that shows a readable situation, and people who see the image can imagine because the image can describe a certain situation. One of the examples of serial images is comic.

c. Retelling Story

Gail E. Tompkins says retelling is an instructional tool as well as an assessment technique. Teachers use story retelling to monitor students' comprehension of a story. They sit one-on-one with individual students in

⁶ Jeremy Harmer, *How to Teach English* (London: Longman, 2017)

⁷ Jeremy Harmer, *The Practice of English Language Teaching*. (Harlow, Essex, England : Pearson Education Limited, 2015)

a quiet area of the classroom and ask them to retell a story they have just read or listened to read aloud. McKenna and Stahl in book of Gail E. Tompkins identified three benefits of story retelling:

- a. Students expand their oral language
- b. Enhance their use of comprehension strategies, and
- c. Deepen their knowledge of the story structure.⁸

Retelling stories are learning activities that hone students' speaking skills, in which students are asked to retell a story that comes from books they have read. This activity aims to train students' confidence to speak in public, and also train their fluency in speaking using foreign languages.

E. Action Hypothesis

Students' speaking ability in English tends to increase by using the retelling story through series picture learning method.

F. Countent Outline

In this thesis there are five chapters that discuss a series of things needed in a thesis. For this reason, the researcher describes the outlines of each chapter in this thesis. Are as follows.

The first chapter, in the first chapter contains the reasons for the appointment of the title of this thesis along with the reasons for taking students from SMP Negeri 2 Palu as the object of research. In addition, chapter one also contains the objectives and benefits of the research and what will be achieved after this research is completed.

⁸ Gail E. Tompkins, *50 Literacy Strategies: Step by Step* (Boston: Pearson, 2013)

The second chapter, in the second chapter there are theoretical studies that describe research variables. This chapter discusses the previous theory which contains the use of the storytelling method as a learning method and the serial image method of learning media.

The third chapter, in the third chapter contains the research methodology used in this thesis. The researcher used the classroom action research method as a research approach.

The fourth chapter, in the fourth chapter there are research results from this thesis. The researcher describes the research systematic in detail in chapter four, which contains the research schedule, research activities and research results.

The fifth chapter, in the fifth chapter the researcher describes the conclusions from the research results. This chapter contains an overall evaluation of the research results.

CHAPTER II

LITERATURE REVIEW

This chapter presents the related study of the research, the review of the related literature includes the theories of speaking, retelling story, narrative text, and picture series, then presents the theoretical framework and the research hypothesis.

A. Previous Study

The storytelling through picture series technique has previously been studied in several studies, which I also used as a reference for my research topic. The first research was conducted by Siti Farhana in 2018 entitled "The Influence of Retelling Story Technique in Improving Students' Speaking Skill by Using Picture Series"⁹. The problem discussed in this study is the effect of using storytelling techniques using a series of pictures on students' speaking skills. By taking the research population sample in grade 1 SMA Negeri 3 Bandar Lampung. The research method used in this study is a quantitative method with the use of a one-group pretest-posttest design. It was applied to see the improvement after the implementation of the retelling story technique by using picture series. The result from the calculation by using Repeated Measure T-Test (SPSS 19) shows the mean scores of pretest and posttest improved from 55.73 to 67.53. The improvement in each aspect, as we can see in their result score

⁹ Siti Farhana, 2018. [*The Influence of Retelling Story Technique in Improving Students' Speaking Skill by Using Picture Series at The First Grade*](#). (University of Lampung - core.ac.uk)

of post-test. Pronunciation pre-test 11.53 post-test 12.93, Grammar pre-test 10.73 post-test 13.4, Vocabulary pre-test 14.7 post-test 14.53, Fluency pre-test 10.4 post-test 11.93, and Comprehension pre-test 11.6 post-test 14.73.

The second research was conducted by Nurul Aolia Rostam in 2019 entitled "Using Storytelling With Picture Series To Improve Students' Speaking Skill"¹⁰. The problem discussed in this study was the students' speaking ability, but it focused more on pronunciation. The students were asked to tell stories using a series of pictures to practice their technical pronunciation of English words. The sample population used in this study were students of class 2 SMA 4 Jeneponto. The research method used in this title is the quantitative method and the results of the research in this title are that there is an increase in the students' ability in word pronunciation techniques, as evidenced by the results of the diagnostic test of students' pronunciation in the first test only got 59.8, in the second test the students' scores increased by 66.7 and the third test score obtained was 76.7. From the results of this diagnostic test, it can be concluded that the initial objectives of the study have been achieved.

The third research was conducted by Ira Anriani in 2020 entitled "Retelling Story Through Picture Series To Improve Students' Speaking

¹⁰ Nurul Aolia Rostam, 2019. [*Using Story Telling with Picture Series to Improve Students' Speaking Skill*](https://digilibadmin.unismuh.ac.id). (digilibadmin.unismuh.ac.id)

Skill"¹¹. The problem in this study was to determine whether there was an improvement in the students' speaking skills. This study aims to determine whether there is an improvement in students' speaking skills through retelling stories using serial pictures and to investigate whether there is an increase in students' speaking skills through retelling stories using a series of pictures in vocabulary, pronunciation, fluency, and comprehension. The population of this research was the second-grade students of SMP Negeri 3 Ranteangin which consisted of 30 students. The research method used is a quantitative method using a lottery. The speaking test was used to collect data in this study. The results showed that the pre-test means a score of the students was 59.16 and their post-test score after the implementation of the retelling story using serial images was 67.86 with a gain of 8.70. This means that there is an increase in the students' speaking ability after being taught through retelling the story using serial pictures. Retelling stories using serial pictures can improve students' speaking skills in five aspects, namely pronunciation, grammar, vocabulary, fluency, and understanding. It can be concluded that retelling stories using serial pictures can be used to improve students' speaking skills.

It can be seen from the three studies above that all research focuses on developing speaking skills through storytelling techniques using a series of pictures as media. Whereas in the research that the author will do,

¹¹ Ira Anriani, 2020. [*Retelling Story through Picture Series to Improve Students Speaking Skill at the 8 th Grade Students of SMPN 3 Ranteangin \(Pre-Experimental Research\)*](https://digilibadmin.unismuh.ac.id). (digilibadmin.unismuh.ac.id)

research will focus more on analyzing the success of the use of storytelling techniques through a series of pictures whether this technique is able to improve students' speaking skills, and can this technique be used continuously in student learning activities in the long term.

B. Review of Related Literature

1. Speaking

Speaking is a person's way of expressing something, either in the form of ideas, concept or opinions. According to Irawati "Speaking is an activity that produces words in the form of spoken sentences that are used to communicate with other people."¹² In learning activities, speaking is an important activity because the teacher must have a good speaking skills so that the material taught can be understood by the students. And also, students must have good speaking skills in order to communicate with teachers during the learning process.

Nakhalah said that "Speaking is the second of the four skills that are important to master. Because when we want to talk to other people in a foreign language, we must have speaking skills first. But to master speaking skills is not easy."¹³ From Nakhalah's opinion, we can understand that speaking skills also have an important role in language skills which also need to be trained. To be proficient in speaking skills requires a lot of

¹² Irawati, I, *Improving Students Speaking Ability through Communicative Language Games*. (Universitas Negeri Yogyakarta, 2014) 25-36.

¹³ Nakhalah A.M, *Problem and Difficulties of Speaking that Encounter English Language Students at Al Quds Open University*. (International Journal, 2016)

effort and time.. As we see in young children who are good at speaking and communicating, this happens because they are trained by their parents or their family all the time to be able to speak fluently. But adults who are not trained from an early age to be able to speak foreign languages will have difficulty being able to speak fluently in foreign languages.

Quoted from a book written by Yahya, "speaking in oral communication is one of the most common but very complex activities that need to be taken into account when teaching English."¹⁴ When learning a new language, the most important thing to learn is how to speak in that language. Because the purpose of learning a new language is indeed to communicate using that language.

Yahya also said "The focus of teaching English, especially speaking, is to increase the oral production of students. Speaking is probably the language skill most used by learners and they want to perfect it as quickly as possible. It used to be the only skill language difficult to practice online. English learners can practice speaking online using voice or video chat. They can also record and upload their voices for others to hear "¹⁵ That means to be able to train students to produce words in a foreign language, the teacher does not have to be done directly in the

¹⁴ Yahya, M, *Problem and Difficulties of Speaking that Encounter English Language Students at Al Quds Open University*. (International Journal of Humanities and Social Science Invention, 2013) 99.

¹⁵ Yahya, M, *Problem and Difficulties of Speaking that Encounter English Language Students at Al Quds Open University*. (International Journal of Humanities and Social Science Invention, 2013) 99.

classroom. Teachers can also use existing media to train students to produce words in foreign languages remotely. The media that can be used are voice chat or video chat, and the results of the voice chat or video chat can be sent via online intermediary media.

2. Component Speaking

In this study, the research focus on two speaking component which is accuracy and fluency. These two components of speaking are selected in order to assess how influential the technique of retelling story through picture series on students' speaking accuracy and fluency in English.

a. Accuracy

According to Srivastava, “accuracy refers to a student's ability to produce grammatically correct sentences. Students should not only know correct grammar rules but also be able to speak and write accurately. Accuracy includes three elements that cannot be separated from each other.”¹⁶ Accuracy consists of using vocabulary, grammar and pronunciation.

1. Grammar

Grammar is a branch of linguistic study that deals with word classes. Grammar plays a key role in studying the structure of the English language. Some students are good at grammar in reading and writing; but they may often make

¹⁶ Srivasta S.R, *Accuracy Vs Fluency in English Classroom*. (International Journal of multidisciplinary, 2014)

mistakes in their spoken English.¹⁷ Learning grammar is not an easy thing, the article mastering grammar in English requires a good memory, considering that grammar in English has rules that are arguably quite complicated. However, that is not an excuse not to study it, because nowadays there are smartphones that can be used to access material about grammar in English at any time.

2. Vocabulary

According to Beheshti “Vocabulary is important for EFL (English as a Foreign Language) students because it is the building block of every language. Some related vocabulary and background information allows students to generate more ideas in speaking.”¹⁸ Mastery of vocabulary in studying a foreign language or English is the most important thing, because all aspects to be studied will not work well if someone has less vocabulary knowledge.

3. Pronunciation

According to Uk essay pronunciation is one of the most important things that student has to master in order to communicate appropriately and fluently.¹⁹ The goal of

¹⁷ Wang, Z, *Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners*. (Canadian Center of Science and Education, 2014)

¹⁸ Beheshti F. 2016. *Developing EFL Learner's Speaking Ability, Accuracy and Fluency*. (Canadian Center of Science and Education, 2016)

¹⁹ Essay, UK, *The Importance of Pronunciation for English Student English Language Essay*. (Canadian Center of Science and Education, 2015)

pronunciation instruction is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of oral communication.

If learners want to change the way of pronouncing English words, they have to change the way about the sounds of those words. This is true for individual sounds and the bigger parts of speech. Unfortunately, pronunciation instruction is sometimes ignored in English language teaching. Based on the previous narrative, English pronunciation does not have to be done exactly in the same way as native speakers speak, the important point is that the spoken word can be understood by the listener. If someone speaks English using a different tone or accent from the native speaker, then that won't be a problem as long as it doesn't change the meaning of the word.

b. Fluency

Fluency is an assessment that refers to how fluently someone speaks in English. Are you still stammering or can you speak fluently and without a hitch. Why does this need to be assessed, because fluency will also affect the meaning of the word conveyed if it still stuttering in pronouncing certain words or sentences.

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

of communication. Generally, language teachers have to deal with heterogeneous students having different language background and language skills, different world views, age levels, experiences and point of view. Some students are accurate in speaking and writing but hesitate to speak in public. On the other hand, few students are fluent in speaking but not accurate. There are many variables and kinds of learner and differences in classroom that makes teaching sometimes very challenging and interesting.”²⁰ Fluency alludes to the smoothness of stream which sounds, syllables, words, and expression are joined together when talking. Within the classroom, the understudies frequently talk English with delay, the regularly say “ums” or “a”. They not familiar talk English in classroom. Separated from cognitive and phonetics components, learners’ talking competence is implicated by full of feeling variebles, Both uneasiness and self-restriction have an affect on learners; verbal proficiency.

3. Picture Series

A series of pictures is a combination of images that reflect story events. The simple definition is that a series of pictures is made so that the reader can read the story as well as imagine. Stories that use a series of pictures are usually fairy tales as well as comics.

According to Muna “a series of images is a picture that can capture important events and combine them sequentially as a representation of the

²⁰ Srivasta S.R. 2014. *Accuracy Vs Fluency in English Classroom*. (International Journal of multidisciplinary, 2014)

entire story. This series of images is intended to help students develop their imagination. In particular, a series of pictures contribute as a visual to attract students' interest and motivation, an understanding of the language context, and a specific reference point or stimulus."²¹ We can understand that telling stories using a series of pictures is not only fun and can motivate students, it can also stimulate students' imaginations to be able to talk and tell what they imagine. This learning process indirectly train students' speaking skills regularly if it is continuously done.

Using picture series in teaching English language especially in speaking, also has advantages and disadvantages. Nizzu defined the advantages and disadvantages of teaching as follows:

a. Advantages of using picture series:

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

b. Disadvantages of Using Picture Series

²¹ Muna, D, *Using Picture Series in Teaching Descriptive Text Writing (A Study at the Eighth Grade of SMP Negeri 23 Semarang in The Academic Year of 2016/2017)*. (Walisongo Islamic University Malang, 2016)

Picture series cannot show the meaning of all special vocabulary. For example, the vocabulary of the objects contained in the picture.²²

4. Teaching Speaking in Retelling Story

According to Muhminatus Zuhriyah, "story telling is to retell the story that having read or heard by using the storytellers' own words based on their understanding about the story."²³ This activity is often carried out in daily activities, when we tell an incident that we have just experienced to other people, it can also be called storytelling. But the difference is, when we do storytelling we don't use English. If only we often do storytelling in English, then of course our speaking ability will improve. Jamalinesari said "Storytelling is a learning method that uses short stories." Meanwhile, Ling in Julia said, "Storytelling as a learner-centered method helps the students to use the information and delivers the message to others". From these two opinions, it can be understood that storytelling is an activity in the form of retelling a story that triggers interaction.

Then in learning activities how to actually apply this storytelling technique is carried out. Here is the opinion of Samantaray :

The storytelling procedure has 6 steps, including:

- 1) The teachers hang different written stories with colorful papers on the white board
- 2) The teacher asks the students to make group of five

²² Nizzu D, *Improving Students' Speaking Skills Through Retelling Story by Using Picture Series at SMAN 7 Bandar Lampung*. (Published. Lampung: Lampung University, 2016)

²³ Mukminatus Z, *Storytelling to Improve Students' Speaking Skill*. (English Education: Jurnal Tadris Bahasa Inggris, 2017) 10.

- 3) The teacher asks every group to take a paper from the white board
- 4) The teacher asks them to develop a story in 15 minutes
- 5) Ther teacher asks them to retell their story based on the group discussion
- 6) The teacher gives award to the group considered as the best group

Some of the steps above are one way to do storytelling. But apart from that, there are many other ways to do storytelling and not only teachers do storytelling, but in other cases students are asked to appear to do storytelling.

5. Teaching Speaking by Using Series Picture

In teaching speaking skills, there are several principles that should be considered by the teacher. One of the important principles is to provide something for learners that will encourage or stimulate them to talk. There are many things that can be presented to stimulate them to talk. In this case, visual stimuli in the form of a picture series were used in teaching speaking.

Linking to visual or aural stimuli, Cristhoper Lee says that visuals have the advantages :

- 1) of being inexpensive,
- 2) of being available in most situations,
- 3) of being personal, that is, they are selected by the teacher, which leads to an automatic sympathy between teacher and materials,

- 4) consequent enthusiastic use, and
- 5) of bringing images into the unnatural world of the language classroom.²⁴

Moreover, Harmer also said that, points out that the teacher can stimulate the students to produce oral compositions by showing them a series of pictures, miming a story, or playing them a tape with a series of sounds. Therefore, the Pictures Series Technique was used in teaching and learning speaking.²⁵

In addition, Ismail in his book states that, in a speaking lesson, pictures and “manipulables” can provide the motivation for talking. Then, he also stated: Using pictures as the basis of speaking lessons also gives the learners something to talk about, something to focus on other than their own uncertainty with the new language.²⁶ Whether you use colored photographs from calendars, advertisements cutout from magazines, or pictures you locate on the internet, pictures add interest to speaking lessons and can motivate people to speak.

Speaking and writing are both productive skills and pictures can often be used in similar ways to promote them. In addition, pictures can stimulate and provide information to be referred to in conversation and discussion as in storytelling.

²⁴ Cristhoper L, *Visual Basic Step by Step*. (PT. Flex Media Komputindo, 2015)

²⁵ Jeremy H, *How to Teach English*. (London:Longman, 2017)

²⁶ Ismail & Mustakim. *Fundamental English Conversation*. (CV. Rasi Terbit, 2018)

Moreover, in Arihant's book states that a sequence of pictures are a series of pictures on a single subject. They reveal their story or theme, like a strip cartoon. In a connected set of illustrations, for good selection and display, the teacher must:

- 1) Make the titles and captions large enough to read, or omit them all together and do the describing orally;
- 2) Link pictures. There should be continuity of characterization, setting and subject from picture to picture, with figures of uniform size and recurring landmarks;
- 3) If book or magazine illustrations are copied, they should be simplified and parts not essential to teaching aims should be left out;
- 4) The pictures themselves should all be the same size and similarly mounted in order to make a set.²⁷

C. Conceptual Framework

It had been mentioned before that speaking is considered as the most difficult skill to be mastered by the students of grade VIII K of SMP N 2 Palu. In speaking, the students have to apply their knowledge of the language when they conversed with others. However, it became a complicated and difficult process for the students because they have limited vocabularies and grammar knowledge. Teaching and learning process cannot be separated from the use of media. Media are tools

²⁷ Arihant. *UPTET Teacher Selection Paper*. (Arihant Publication, 2020)

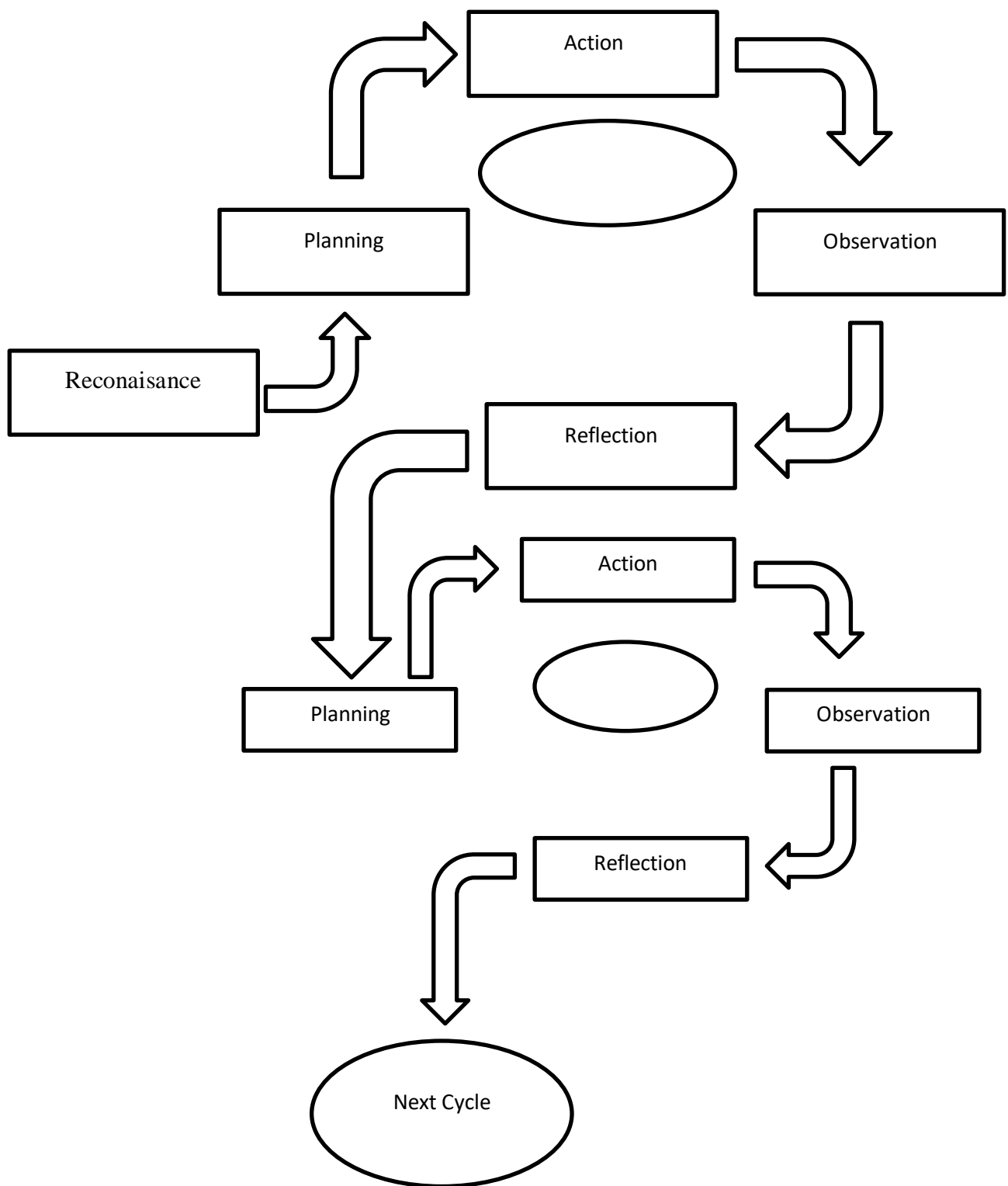
that facilitate the tasks of language learning. One of the media that could be used in the teaching and learning process is picture series. Devina Nizzu in her journal (*Improving Students' Speaking Skills through Retelling Story by Using Picture Series*) said that retelling story through picture series can improve self-confidence of the student, motivation and also improve students' speaking skills in five aspects, pronunciation, grammar, vocabulary, fluency, and comprehension.²⁸ This of course can clearly affect the success of learning activities. In addition, using picture series and storytelling in learning speaking can also train students to be able to choose words well when they retell the story from the picture series. This method can also train them to increase the collection of new vocabulary in English.

Considering the need of improving the students' speaking skill, the researcher found out that the use of picture series and retelling story in the teaching and learning process can produce any improvements on the students speaking skill. Therefore, the researcher intended to conduct action research in SMP Negeri 2 Palu. The researcher worked collaboratively with the English teacher, the collaborator and the grade VIII K students of SMP Negeri 2 Palu. The collaborative work is aimed at improving the speaking skill of the grade VIII K students of SMP Negeri 2 Palu.

²⁸ Devina N, *Improving Students' Speaking Skills through Retelling Story by Using Picture Series*. (IAIN Padang Sidempuan, 2016)

The design of the cycle in this classroom action research uses a cycle description according to Kemmis, Mc. Taggart, described as follows²⁹ :

²⁹ [S Kemmis](#), R McTaggart, 2002. *[The Concept Of Action Research](#)*. (emerald.com)



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the research design used an action research. Which is the writer was act directly as a researcher as well as a person who handles the teaching and learning process. According to Samiha bin Salman, Action research is a learning environment-based study since it is conducted by teachers to reflect on their teaching. It aims at examining the process that occurs in the classroom including teaching and learning, methods used, pedagogical activities and the different types of interaction. Action researches contribute to the professional development since the teacher becomes an a researcher and an investigator as she is teaching in order to solve the problems faced in the classroom. The current part is meant to trace back the emerge of the notion of AR and provide a tentative definition of AR referring to its several types.³⁰

The cycle model used in this research is in the form of a spiral as developed by Kemmis and Taggart which includes "Reconaisance, planning (plan), implementation (act), supervision (observe), and reflection (reflect)". Then in the next cycle the research activities are basically the same, but there are modifications and corrections at each stage.

³⁰ Samiha Bin Salman 2015. Conducting Action Research for Professional Development. Google E-book

This research will be carried out for two cycles, this is done because in the second cycle there is a tendency to increase the ability of the skills being tested. However, researchers was strive to provide optimal results during the research period.

B. Setting and Time of Research

This research was conducted at SMP Negeri 2 Palu, in the first semester learning year in February 2022 until it is completed.

C. Research Subject

The subject of this research is the VIII K grade student at SMP Negeri 2 Palu. The total of the student that will be the subject in this research is thirteen student.

D. Data Collection Methods

The data of the research were mix method. The quantitative data were obtained through observation, interview, giving questionnaire, and documentation related to the teaching and learning process of speaking in the classroom including the techniques used by the teacher, the learning media, and the classroom speaking activities.

1. Observations

Observations were conducted to discover valuable information related to the teaching and learning process, the students' speaking ability, the students' involvement during the lesson, the students' understanding of the given materials, the methods and techniques used by the teacher, and

the media used to support the teaching. The results of the observations were in the form of field notes. It was used to record activities and situations during the research.

2. Interviews

Interviews put the researcher in personal contact with the participant. Thus, it can provide an opportunity to ask follow-up questions, reveal rich insights into the thinking of participants and help explain why the participants made the choice they did or how they think about a particular issue. In the reconnaissance stages, the interviews focused on the teacher's perception of the students' English competence, the techniques and activities the teacher used, the materials, the facilities and media in the teaching and learning process, the students' perceptions of the English lesson and the students' difficulties in speaking and learning English. In the reflection stages, the interviews focused on students' opinion about the actions, the improvement of their speaking skills, their difficulties during the actions, the collaborator's opinion about the actions, the condition of the class, and the students' involvement during the lesson.

3. Quistionare

The researcher gave the students questionnaire to ask the media that will use and then the type of story and narrator of the story that will use in the teaching learning process.

4. Documentations

Documentations involved taking photographs, audiotape and videotape recording to monitor and to evaluate the actions. Meanwhile, the quantitative data were gained pre-test, progress test and post-test to measure the improvement of students' speaking skills.

E. Technique of Data Analysis

The data were in the form of field notes, interview transcripts, and students' speaking scores. To analyze the data, the researcher used the qualitative and quantitative descriptive analysis. The qualitative data were analyzed by using stages suggested by Sukardi as follow³¹:

- 1) Assembling the data
- 2) Coding the data
- 3) Comparing the data
- 4) Building interpretation
- 5) Reporting the outcomes

The quantitative data obtained from speaking performances were analyzed by using quantitative descriptive analysis. The quantitative data were presented in the form of tables and mean scores.

F. Indicator of Success

The research is considered as successful if the students make a significant improvement on their grammar, vocabulary, comprehension,

³¹ Sukardi. *Educational Research Methodology*. (Pustaka Nasional, 2021)

fluency, pronunciation and task³². For the clearer image, you can see the table below:

Table 1: Scoring System (Source: Look at the footnote)

Rubric Assessment	Fluency	Pronunciation	Vocabulary	Grammar	Accuracy
5	Smooth and fluid speech; few to no hesitations ; no words; volume is excellent	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & Variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations ; a slight search of words; inaudible word of two	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a	Good level of description; all required information included

³² Arifin M, *Authentic Assessment in English Learning*. (UIN Sultan Maulana Hasanuddin Banten, 2018)

				variety	
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity	Pronunciation is lacking and hard to understand;	Weak language control; vocabulary that is used	Frequent grammatical errors even in simple structures;	Description is so lacking that the listener cannot

	in speech inaudible.	No effort towards a native accent	does not match the task	meaning is obscured	understand
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G. Research Procedure

The researcher used the procedure of action Research adapted by [S Kemmis](#), R McTaggart³³. In his book, the procedure is as follow :

1. Cycle I

a. Planning

- 1) Determine field problem
- 2) Determine the action to be fixed the problem
- 3) Selection of learning materials narrative text
- 4) Selection of learning media

b. Action

- 1) The researcher would opened the class.
- 2) The researcher would introduced the topic
- 3) The researcher would explained about the narrative text and its generic structure.
- 4) Researchers would explained that they would watched videos from serial images

³³ [S Kemmis](#), R McTaggart, 2002. *The Concept Of Action Research*. (emerald.com)

- 5) The researcher would gave the task based on the story that would be studied in a series of pictures and explain the rules.
- 6) Researchers would played videos from serial images
- 7) The researcher would asked students to answered with discussion
- 8) The researcher would asked students to work in pairs.
- 9) Researchers would make conclusions about the material

c. Evaluation

- 1) The researcher evaluated the treatment in cycle I, to saw the development of students' speaking skills
- 2) Researched and evaluated by provided test progress : the progress test is telling daily activity in front of class

d. Reflection

- 1) Researchers and English teachers saw the results of the first cycle and then make the next planning based on the results
- 2) Furthermore, the researcher and the English teacher decided to add more meetings in cycle II because the results of the treatment in cycle I were not optimal. After doing observations and interviews in reconnaissance stage, the researcher made some plans to determine feasible actions to be implemented in the field

2. Cycle II

a. Planning

- 1) Researchers and English teachers identify unresolved problems in cycle I

- 2) Researchers and English teachers determine the action to solve the
that would be overcome in cycle II

b. Action

- 1) The researcher would open the class
- 2) The researcher would introduce the topic
- 3) The researcher would explain about the narrative text and its
generic structure.
- 4) Researchers would explain that they will listen to stories from
series of pictures told by their classmates
- 5) The researcher would give questions based on the story that is
displayed in front of the class
- 6) The researcher would ask students to answer with discussion
- 7) The researcher would ask students to work in pairs.
- 8) Researchers would make conclusions about the material.

c. Evaluation

- 1) Researchers and English teachers conducted discussions based on
student learning outcomes from cycle II
- 2) Researchers and English teachers decided to completed the
research up to cycle II because the specified problems had been
resolved

d. Reflection

From the results of the research in cycle II, researchers and English teachers agreed to end the research because there had been significant developments in students' speaking skills in English

CHAPTER IV

RESULT AND DISCUSSION

A. Reconnaissance

1. Identification of the Field Problems

This research was conducted at SMP Negeri 2 Palu, and lasted for two months. In January in the last week, researchers have started to make observations in the school environment to determine which class will be used as a place to research. Then in the last week of February, the researcher came to the school to bring a research permit, and that same day the researcher met Ms. Manika, an English teacher at SMP Negeri 2 Palu.

After meeting the English teacher at SMP Negeri 2 Palu, the researcher was asked to conduct research in class 8K, whose English study schedule is held every Wednesday. So on Wednesday, February 23, 2022 researchers began research by teaching in the classroom.

Class 8K was chosen as the research subject, because after conducting observations and interviews with the English teacher at SMP Negeri 2 Palu, the researcher concluded that class 8K was the class that met the criteria to be used as research subject. Because in this study the researcher focused on developing the speaking skills of the students, the researchers had to look for the class that had the lowest speaking score.

Before conducting the research, the researcher also explained the objective learning of this research to the English teacher there and also to

the students. It is intended that they will cooperate well in carrying out the implementation of this research. The following are the learning objectives of this research:

Learning Objective

- a. Train students to be able to pronounce words in English properly and correctly
- b. Train students to be able to pronounce English words with confidence
- c. Train students to be able to speak fluently in English

Before starting the research in the classroom, the researcher initially conducted observations as well as interviews. The researcher interviewed the English teacher in grade 8K about the development of the students' speaking skills in that class, and also made observations in the classroom when the English teacher was teaching.

Field Note 1

Wednesday, 23 February 2022

R : Researcher

ET : English Teacher

S : Student

ET started the class with greeting and checking the students' attendance. At that day, all the 13 S were coming to the class. After checking their presence, ET asked them several simple questions, such as, "do you still remember what we have learned in the last meeting?", "did you study last night?", etc. Some S tried to answer the questions with insufficient

grammar usage but still could be understood. They looked like having difficulty in expressing their ideas in the form of spoken language, so they likely used Bahasa Indonesia if they felt like did not find the wanted words or sentences. ET listened to S answers and tried not to discourage S.

After that, ET asked about the homework she gave in the previous meeting taken from lesson book. S discussed the answers lead by the ET. ET told S what they would learn that day. It was about noun. ET built their basic knowledge about noun test by asking some questions. S answered with limited vocabulary level and limited grammar knowledge. The others students were hesitate and reluctant to speak. They just kept silent. There were also some students who were not paying attention to the lesson, such as, having some chats with their friends or daydreaming, etc.

ET ask them look at the picture at the book and ask them what is the name of that picture. After that, ET asked whoever wanted to answer the question.. It turned out that the students who were willing to do that were also the ones who always answered ET's questions and the others were just kept silent.

After getting data from observations, the researchers then conducted interviews. The researcher interviewed the English teacher on the same day after the learning hours were over.

Interview Script 1

R : Tadi saya perhatikan anak – anak lumayan pasif ya bu dalam kegiatan pembelajaran. Memang biasanya begitu bu? (*Earlier, I noticed that the children were quite passive in learning activities. That's usually how it is*)

ET : Iya, hanya ada beberapa saja siswa yang aktif. Satu dua orang saja, itupun hanya mereka mereka juga yang mengerti kalo ibu bicara pake bahasa inggris. (*Yes, there are only a few active students. Only one or two people, and even then they are the only ones who understand when you speak in English*)

R : Tapi kalo dikasi tugas bagaimana nilainya dorang bu? (*But if you are*

given an assignment, how is your grade?)

ET : Kalau tugas, nilainya dorang itu lumayan bagus. Cuma memang kalau speaking mereka kurang bisa. *(If it's a job, your grades are pretty good. It's just that if they speak they can't do it.)*

Based on the results of the interview with Ms. Manika, 8K grade students do have problems with speaking. They tend to have difficulty when asked to speak in English. According to information from the students directly, they do not want to speak in English because they are still embarrassed, and afraid of being wrong.

Interview Script 2

S : Random student 1

R : Dek, kaka boleh Tanya – Tanya sebentar? *(Dek, can you ask a minute?)*

S : Iya kak boleh *(Yes you can)*

R : Tadi adek kenapa dikelas diam – diam terus pas ibu gurunya Tanya? *(Earlier, why did you keep quiet in class when the teacher asked?)*

S : Saya malu menjawab kalo ditanya guru kak. *(I'm embarrassed to answer when asked by the teacher sis)*

R : Malu kenapa dek? Tapi klo ibu guru Tanya begitu, ade mengerti atau tidak?

S : Mengerti sedikit sedikit kak. Makanya saya tidak mau jawab karna anti salah apa yang saya bilang. Mending saya disuruh tulis kak, klo salah masih bisa saya perbaiki

R : Ohiya dek, Berarti masalahnya memang masih kurang kata bahasa inggris yang adek tau ya?

S : Iya kak

From the results of teacher and student interviews, the researcher can conclude that the obstacles for 8K grade students at SMP Negeri 2

Palu are the lack of confidence to speak in English and the lack of a collection of English vocabulary that they know.

On different occasions, the researcher also interviewed other students about the state of their English learning in the classroom.

Interview Script 3

S : Random student 2

Keadaan pada saat wawancara, terdapat 3 siswa kelas 8K yang sedang duduk bersama. Lalu peneliti mewawancarai mereka. (*The situation at the time of the interview, there were 3 8K grade students sitting together. Then the researcher interviewed them.*)

R : Permissi dek, kaka boleh tanya – tanya sebentar? (*Excuse me, can I ask a few questions?*)

S : Iya kak, silahkan. (*Yes, please*)

R : Jadi begini dek, tadi kaka lihat adek dan teman temannya dalam kelas waktu belajar bahasa inggris itu pasif sekali. Waktu mam manika bertanya jarang ada yang respon. Dan kalian cuma bercerita dan liat hp. Kenapa kalian seperti itu? (*So here's the deck, I saw that my sister and her friends in class while studying English were very passive. When mam Manika asked, there was rarely a response. And you just talk and look at the cellphone. why are you guys like that?*)

S : Hehe, sebenarnya kami kurang suka belajar bahasa inggris kak (*Hehe, actually we don't like learning English, sis*)

R : Kenapa dek? Susah atau kenapa? (*Why? Difficult or why?*)

S : Kan itu pelajarannya lumayan susah, kami juga bosan kak. (*because the lessons are difficult and boring*)

R : Bosan sama apanya dek? Gurunya atau pelajarannya? (*Which is boring, the teacher or the lesson?*)

S : Pelajarannya kak (*The lesson*)

.....

From the results of previous observations, and interviews, the researchers conclude that the problems in the field are as follows.

The field problem :

1. The students were shy and had difficulties in expressing their ideas.
2. The students lacked confidence and had low motivation in learning speaking
3. The students lacked vocabulary mastery.
4. The teaching and learning of speaking was monotonous and boring.
5. The topics of the material were not quite interesting

2. Determining Actions to Solve the Problem

Based on the problems described above, the researcher together with the 8K grade English teacher at SMP Negeri 2 Palu will work together to design several actions to overcome the existing problems.

First, the storytelling method using pictures will be used in the teaching and learning process in the classroom. Second, in line with the use of the storytelling method using pictures, several communicative speaking activities will also be carried out during the learning activities. Like reading stories in front of the class to make the learning atmosphere more active and not boring. As well as providing sufficient opportunities for all students to practice speaking in English. Based on the problem to support the main actions mentioned above, researchers and collaborators will implement several supporting actions that must be included in the

teaching and learning process. They provide feedback on student work including pronunciation, vocabulary and grammar, provide guiding questions to help them remember story sequences, and provide material as a brief guide. The relationship between the problem that can be solved and the action to be taken can be seen as follows.

Table 3 : The Feasible Problem to Solve & Solution of the Research

No.	Field Problems to Solve	Solutions
1.	The students were shy and had difficulties in expressing their ideas.	Using the story telling method as a means to train students' self-confidence
2.	The students lacked confidence and had low motivation in learning speaking	a. Using method “retelling story through picture series” in teaching learning process b. Applying some communicative speaking activities
3.	The students lacked vocabulary mastery.	Using a series of pictures containing stories from English as a learning medium
4.	The teaching and learning of speaking was monotonous and boring.	a. Using the retelling story through picture series method according to model of English as teaching and instructional Media. b. Apply some communicative speaking activity
5.	The topics of the material were not quite interesting	Using a story telling through picture series as a learning tool as well as entertainment for students. where the story that is displayed will contain an

		interesting story
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To implement the actions, the researcher and the collaborators did some preparations and plans to make the actions successful. They were:

a. Selecting the materials

The selection of materials used in the teaching and learning process was based in the Basic Competency and Standard Competency of the junior high school students grade VIII in the curriculum. The materials were decided together by the researcher and the English teacher to meet requirements of the curriculum. The materials would cover the practice of spoken language in the form of monologue which should be mastered by the students. The topic that would be given was narrative text.

b. Selecting the teaching media

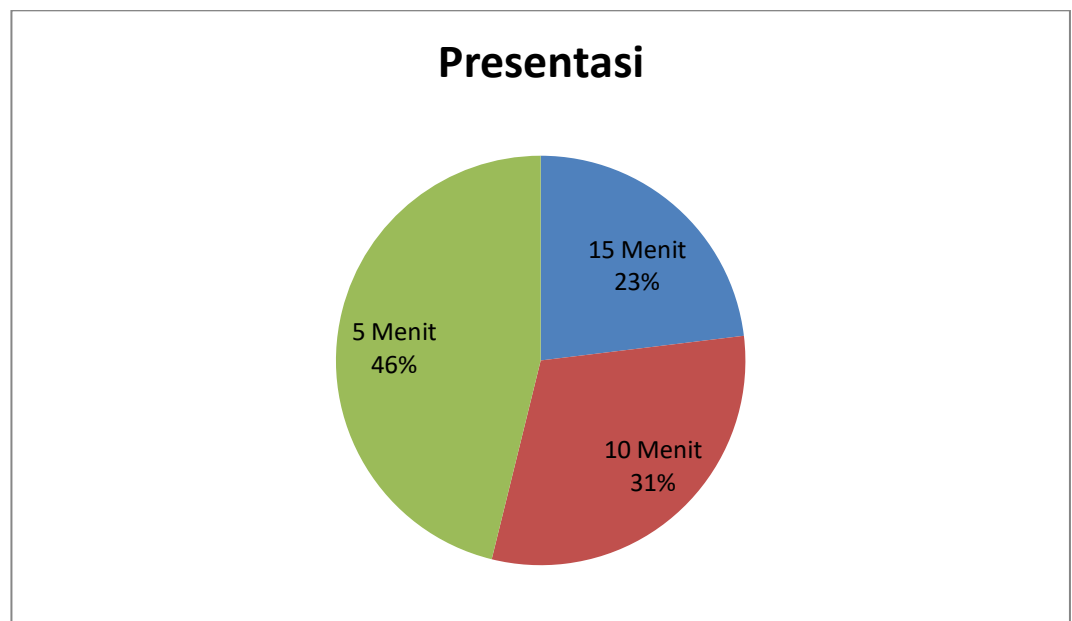
Retelling stories through picture series will be used as the main teaching medium during the implementation. The selection of media was based on the consideration that by using the storytelling method through a series of pictures, students could see the appropriate English model and get adequate input and examples of the target language. They can also learn how to apply language in real-life contexts. To meet the students' needs, the researcher actually made a questionnaire about what picture series they liked to use during the lesson. The questionnaire includes five questions.

1. Jika menggunakan video untuk media belajar speaking, berapa durasi video tersebut sebaiknya? (*How long does the video should be to be used as speaking learning media?*)

() 15 menit (15 minutes)

() 10 menit (10 minutes)

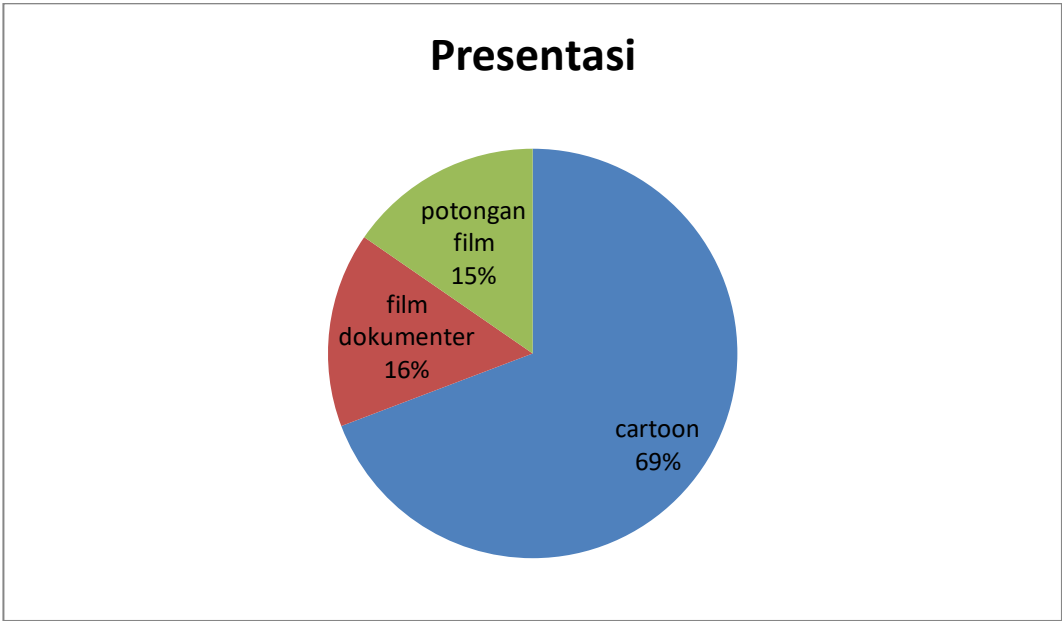
() 5 menit (Five minutes)



46% of students expect that the use of the storytelling method uses a 5-minute picture series, 31% expects that the use of the storytelling method uses a 10-minute picture series, and 23% expects that the use of the storytelling method uses a 15-minute picture series. For this reason, researchers and English teachers agree that the use of the storytelling method using serial images will be carried out in a duration of 5 to 10 minutes depending on the story to be displayed.

2. Jenis video apa yang anda sukai dan anda inginkan untuk meningkatkan kemampuan speaking anda? (*What kind of video you wish you watch to improve your speaking skill?*)

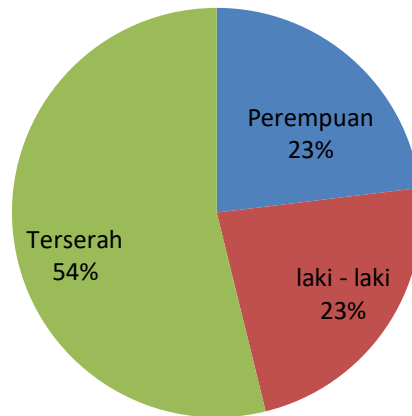
- ☐ kartun (cartoon)
- ☐ film documenter (documenter film)
- ☐ potongan film (video clips)



3. Anda lebih memilih narrator perempuan atau narrator laki-laki untuk membacakan cerita di dalam video? (*Which one do you prefer, male narrator or female narrator in the video?*)

- ☐ Perempuan (Female narrator)
- ☐ Laki-laki (Male narrator)
- ☐ Tidak masalah (Both are okay)

Presentasi



4. Narrator darimana yang bisa lebih anda pahami? (*Which narrator do you understand more?*)

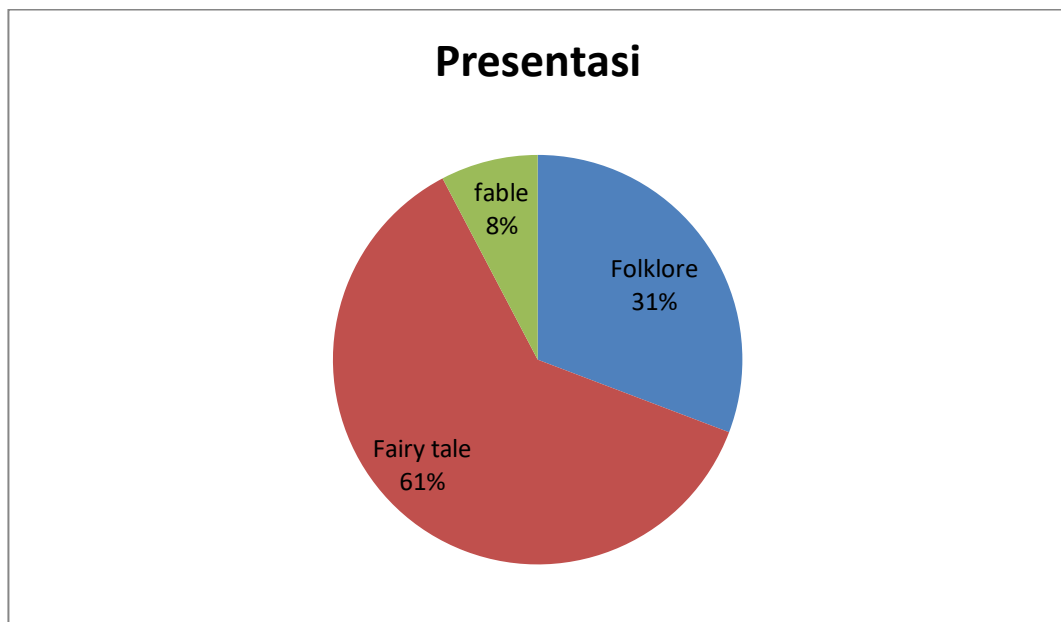
- () dari Indonesia (From Indonesia)
- () dari luar negeri langsung (native speaker)
- () tidak masalah (Both are okay)

Presentasi



5. Cerita jenis seperti apa yang anda inginkan dalam video? (*What type of narrative text do you prefer to be in the video?*)

- () folklore
- () fairy tale
- () fable



B. The Implementations of the Actions

1. The Report of Cycle I

a. Planning

After the problem is identified, the researcher then makes a plan to implement the things that have been previously arranged.

Table 4 : The Actions and the Expected Improvement to Achieve

No.	Action	Expected Improvement to Achieve
1.	Using retelling story through picture series consisting appropriate models of English as the teaching and learning	The materials and classroom activities would be varied and would be more interesting The students were highly motivated

	media	in learning the target language The students had adequate mastery of pronunciation, grammar and vocabulary
2.	Applying some communicative speaking activities	The students had higher selfconfidence to express their ideas The students had sufficient opportunity to practice speaking The students got involved actively in the lesson
3.	Using classroom English optimally during the teaching and learning process	Classroom English were optimally used so that the students could improve their comprehension and were accustomed to listen English
4.	Giving feedback on students' works	The students had adequate mastery of pronunciation, grammar and vocabulary
5.	Giving guiding questions to the students	The students were given guidance questions to make them easier in speaking because there were some questions that would help them to memorize the order of the story

The implemented actions focused on improving the students' speaking skills through the use of retelling story through picture series. Based on the results of discussion with the English teacher, the researcher acted as the classroom teacher during the implementation. Meanwhile, the action plans which performed in the first cycle were :

1) Using Retelling Story as a Method

The storytelling method will be applied to the teaching and learning process with the aim of being able to train students to understand a situation and convey the situation with their own understanding. This is done to familiarize students with arranging language regularly and conveying it to others in a language that is easier to understand. In English, this is useful for optimizing the use of vocabulary that students already know. So that they will be more accustomed to speaking and conveying their ideas with words that they assemble themselves but in English.

2) Using Picture Series as a Medium

Picture series is used in learning activities with the aim of training students' understanding in seeing things from their own perspective. Picture series only shows pieces of pictures that have a story, then people who see the picture are welcome to understand the story based on what they see. This will help students to understand something because they can immediately imagine it through the pictures they see.

3) Applying Communicative Speaking Activities

Communicative speaking activities were applied in order to give the students opportunities to speak English. Through practicing, they understood the language use in real life contexts.

The students could increase their confidence since they had to use English in doing the activities in the classroom. The communicative speaking activities applied in the first cycle were discussions and story retelling.

4) Using Classroom English during the Teaching and Learning Process

The classroom English was used regularly in order to make the students familiar with English words and expression along with the pronunciation. The researcher employed some general function of English in daily classroom activities to greet the students in the beginning of the lesson, to explain the materials, to give instructions and feedback, to summarize the lesson and to end the lesson. The students mentioned that they could not understand the explanations because when the teacher spoke in English to explain the materials, she spoke quite fast and there were many vocabularies they had not ever heard before. To overcome this problem, during the implementations in the first cycle, the researcher would provide Indonesian translation in some situations such as explaining the materials and giving the instructions, but it was not always. In addition, some supportive actions which had to be covered in the teaching and learning process were also applied to make the efforts of improving the students' speaking skills more effective. Those actions were

giving feedback on students' works including pronunciation, vocabulary and grammar. Feedback would be given in all meetings in cycle I. The feedback covered fluency, content (generic structure, grammar and vocabulary), and appearance. During the teaching and learning process in the opening, main activity and closing, the feedback was delivered whenever it is needed. Moreover, during the observation, the researcher found that when the English teacher was explaining the materials, some of the students were taking notes so they could not focus on the teacher's explanation.

b. Action and Observation in Cycle I

The actions in the first cycle were carried out in three days of class meeting on 2nd March, 9th March and 16th March 2022. The data during Cycle I were collected through observations, interviews and documentations. In this cycle, the researcher shared duties with the collaborators in conducting the teaching and learning process of speaking. While the English teacher implemented the actions, the researcher observed the teaching and learning process at the back of the class and the other collaborator took photographs of the teaching and learning activities in the classroom. The detail description is presented below.

1) The first meeting

The first meeting of Cycle I was conducted on 2nd March 2022. The allocation time was 60 minutes. The lesson was started with a greeting, and a question about who was absent that day. All the 13 were present. After checking their presence, the students were asked about several questions to check their readiness, starting with “Did you study last night?”, “What did you study?”, “Have you ever heard an interesting story? Maybe about a legend of a place, or a fairy tale?” The students tried to answer them in English and explained shortly the story they had heard before. Most of them answered “Cinderella”, “Snow White”, “Bawang Merah Bawang Putih”, etc. Moving on to the next activity, researchers began to explain what will be done today. The researcher have prepared a laptop to show stories with serial pictures, that day the story presented is the story of "The Ant and The Dove". Then the researcher immediately divided into two groups, and gave them time to watch the story in turn. Each group gets 5 minutes to watch. Then after that the researcher gave them questions to answer after they saw the story from the serial image.

Question 1

1. What happened to the Ant?
2. What happened to the Dove?

3. What does the Dove do to help the Ant?
4. What does the Ant do to help the Dove?
5. What is the moral of the story?

2) The second meeting

The second meeting of Cycle I was conducted on 9th March 2022. In this meeting, the activity was continued by showing the video of picture series as an appropriate model for the students. The allocation time was 60 minutes. The class was started by greeting and checking the presence. The students were all present. After that, the students were given several questions, like “Did you study last night?”, “Who remembers what we have discussed in the last meeting?”, then the students were informed what they would do that day. They tried to answer the questions and explained as much as they could. Most of the students still remembered what they have learned in the previous meeting. Some students answered “Last week, we studying narrative”, “We watch the Ant and the Dove story”, etc.

Then, the researcher informed that she would show them a video, and they were required to pay attention to the video. Most of the students showed a great enthusiasm in watching it. They were asked to take a note of some difficult words they heard from the video. They were shown a video about the story of “the Ant and the grasshopper”. The research use her laptop to show

the story. The students watched the video seriously and wrote down some words they thought difficult to pronounce and to understand. After watching the video, they were asked them whether they understand the story or not, what did the story about, who were the characters, etc. Some students answered them orally.

After that the words that they find difficult in the story of the picture series, are written on the board and then read by the researchers one by one and then followed by the students. Then, they were pointed randomly to pronounce the words individually.

Learning continued by playing back the previous video for students to watch, after that the researcher gave them questions and asked students to raise their hands for those who could answer. Some students raised their hands and answered verbally.

After that the lesson was concluded and was told the right answers. Finally, the lesson ended.



Picture 1 : Teaching learning process

3) The third meeting

The third meeting of Cycle I was conducted on 16th March 2022. The allocation time was 60 minutes. The lesson was started by greeting, praying and checking the presence. At that day, one of the students was absent. After that, the students were reminded about what was discussed in the previous meeting. They were given a paper containing some guiding questions that was useful when retelling the story from the picture series video. They were shown the picture series video twice so that they could answer the questions. After that, the researcher and the students discussed the answers together.

The students were required to work in pairs and to retell the story they see in the picture series to their partner using the questions before as guidance. During the pair work, some students were quite uncontrolled. They walked and moved

around the class during the activity. Then, three students were pointed to perform in front of the class as models to the others. After that, they were informed that the next meeting would be for the test. The bell rang, the lesson ended.

c. Reflection

Having implemented some actions in Cycle I, the researcher and the collaborators conducted a discussion to make some reflection. The reflection was based on the observations and interviews conducted during the first cycle. In the discussion, the data gained through observation and interviews were analyzed to evaluate the strengths and weaknesses of the actions carried out in the first cycle. Everyone could freely express their ideas, opinions and suggestions related to the implemented actions. These reflections were used to plan the actions implemented in cycle II. The results of the reflections could be seen below.

1) Using Picture Series as a Teaching Media

To give appropriate models of speaking in English, the researcher used picture series as the main teaching and learning media. It was given as the input texts so that the students could get as much information as possible about the language use. By seeing the picture series video, they could improve their own imagination and also their ideas to convey the words to tell a story based on their own point of view.

Interview Script 4

Random Student in the classroom

R: Jadi gimana? Menurut kalian belajar pakai gambar berseri menyenangkan atau tidak?

S1: Menyenangkan Miss. Kami suka juga jadi lebih gampang mengerti karena bisa sambil lihat gambar juga.

R: Kalo yang lain menurut kalian bagaimana? Suka belajar pakai gambar?

S2: Suka Miss, rasanya kaya bukan belajar. Kaya menonton jadi kita tidak mengantuk lagi.

Students feel happy learning with the picture method, because they no longer ask to memorize stories, but they just see pictures and they can make their own stories based on their perceptions. This makes it easier for them to maximize the use of the vocabulary they know to convey the stories they have watched..

2) Applying Communicative Speaking Activities

Generally, the speaking activities such as picture describing and story retelling could improve students' involvement and speaking ability because they had more opportunities to speak in English. Through practicing, they learned how to use language in real life although some of them still were shy and reluctant to speak. Although some of them also still mispronounced certain words and still used wrong intonation and stress patterns; they felt quite happy and interested in participating in the activities.

The discussions and pair works increased the interaction between the students. They also could be more confident to speak English since they got feedback from their friends in the discussions.

3) Using Classroom English during the Teaching and Learning Process

The classroom English was regularly used to make the students familiar with the English words. It was applied in the opening, main and closing activity. The use of classroom English could effectively improve students' speaking skills. It provided students an opportunity to speak in English during the teaching and learning process.

d. Finding of Cycle I

The researcher concluded the findings of cycle I. There were some successful actions during the implementations in this cycle. They were:

1) Successful actions

- (a) The goals of using retelling story through picture series as teaching media to provide appropriate models of English for students and to present the real context of communication were successfully achieved
- (b) Students could understand the materials easily with the method retelling story through series picture activity.

- (c) Students got more opportunities to practice the target language in real situation through the use of classroom English and communicative speaking activities.
- (d) Students' motivation and interest in learning English increased since the classroom activities were more varied and interesting.
- (e) Some students could pronounce words and use intonation correctly.

2) Unsuccessful Action

- (a) The students found difficulties in understanding some parts of the story.
- (b) Some students still mispronounced words.
- (c) Some students still found difficulties in expressing their ideas in the form of spoken language.
- (d) Some students were still reluctant in speaking English.
- (e) Some students still had low grammatical accuracy.

2. Report of Cycle 2

a. Planning

According to the reflection conducted in the first cycle, the researcher and the collaborator found that some problems still existed and needed to solve in this cycle. These problems were presented in this following table.

Table 6: The Existing Problems in Cycle I

No	Problems
1.	The students found difficulties in understanding some parts of the story.
2.	Some students still mispronounced words.
3.	Some students still found difficulties in expressing their ideas in the form of spoken language.
4.	Some students were still reluctant in speaking English.
5.	Some students still had low grammatical accuracy.

Based on the interview and discussions with the English teacher, it was decided that the implementation in Cycle II still focused on the same problems found in Cycle I that is improving the students' speaking ability with the retelling story through picture series. However, the researcher implemented some new and improved actions with the hope that the teaching and learning process of speaking could be more enjoyable. Those actions were the person who tell the story is the student in the class and not using the laptop anymore, changing the pair works into group discussions, and also replacing the guiding questions into series of pictures. The descriptions of some improved actions were presented as follows.

1) Make Student as a Story Reader

Making students as story readers aims to make listeners feel more familiar with the narrator they are going to listen to. In

addition, the accent that will be heard will also be more familiar, making it easier for them to understand and understand the content of the story.

In addition, the story reader will also learn to read English text properly and correctly. And the teacher can also assess the reader's speaking skill points when he is reading the text from the story.

During the learning activities, not only the story readers are given the opportunity to speak, but several other students will also be asked to read their answers orally in English..

2) Changing the pair work into group discussion

In the joint construction of the field of Cycle I, the students were required to work in pairs and answer the question by themselves.. But, based on the recommendation of the English teacher, it would be better if it was changed into group discussions, because it was narrative text. It was not dialogue; there was no conversation between two people, so it would be better to work in groups.

3) Replacing the guiding questions into series of pictures

In Cycle I, the guiding questions were used to help the students remembering the story. Therefore, they just needed to retell the story by referring to the questions and the answers written there. However, it was not satisfying because the

students tended to only rely on the sentences written in the guiding paper. So, there was an idea to replace the guiding questions into series of pictures. Series of picture would make them easier in constructing the story to speak but still required them to produce their own words and sentences.

b. Action and Observation

1) The First Meeting in Cycle II

The first meeting of Cycle II was conducted on 30th March 2022. The lesson was started with a greeting, and a question about who was absent that day and giving some questions to check the students' readiness. As planned before, the use of Indonesian translation in giving questions, instructions and explaining the materials would be decreased. The handout for cycle II containing some tasks and the materials were distributed. After that the researcher ask one student to show a series of picture and tell the story titled "The lion and The Mouse" and the students were asked to complete the blank sentences in the first task according to the story they had heard. Before they filled the blank sentences, they can disscuss with their friend in five minutes. After that they filled the blank sentences based on the result of theirs disscussion.

The next step, the research choose some students to read their answers in full sentences. Then the right answers were confirmed to all the students. After that, the text was read once again and the students did the second task about finding the adjectives in the story that was read to them. Then, they discussed the answers together. The researcher pronounced those words one by one followed by the students. Some questions related to the text about certain information were given, and they were asked to answer them orally. They were asked “What can you learn from the story?”, the students answered together, they tried to make a conclusion and gave the right answers. Then they were asked if they had any questions and something that they did not understand. There was no question from the students at that time. The lesson ended.



Picture 2 : Retelling Story Activity

2) The second meeting in Cycle II

The second meeting was conducted on 6th of April 2022. The researcher started the class with greeting, and asking who was absent that day and giving some questions to check the students' readiness. The lesson was started with some opening questions. As planned before, the pair-work will change into a group discussion. Before playing the video of picture series, the researcher explained that during the video watching, the students should pay attention to difficult words in the video and also answer some questions related to the story. The students were informed that the video would be played two times only, so they had to pay attention. After that, the researcher made a note and also motivated the students to guess the difficult words. After that, the words were pronounced and the students repeated after her. They did that many times.

Then they were given the list of questions about Mouse-deer and Crocodile story from the video and give a chance to student to have some discussion with their friend. Then the research asked the students to answer the question. The video was replayed two times. The students answered the questions orally, after that the researcher and the students discussed the answers together.

The researcher tried to make a conclusion and explained to them the right answers. Then they were asked if they had any questions or things that they did not understand. At the end of the lesson, the researcher concluded that day's lesson and asked the students to study at home. Finally, the lesson was ended.

3) The third meeting in Cycle II

The third meeting of the cycle II was conducted on 13rd of April, 2022. The lesson was started with greeting, asking who was absent that day, and giving some questions to check the students' readiness. The lesson was started with some opening questions. After that, the students were divided into some groups of four. They were explained about what they had to do in groups. They were asked to practice retelling the story to the other students in their groups one by one. The other members of the team were required to give some feedback to the one who just performed.

The students were informed that they could use the questions and pictures that given by the researcher as the guidance. However, in the assessment, the students were not allowed to bring the series of picture. The other members were asked to give some feedback to the one who just performed.

After all the members of the group performed, the researcher asked them to discuss and choose one of the students as the representative of each group to retell the story in front of the class. Three representatives from three groups performed and became model for the other students.

In the end of the lesson, the students were asked if they had any questions. After the bell rang, the researcher asked the students to study at home. Finally, the researcher ended the lesson.

c. Reflection

After implementing the action in cycle II, the researcher and the collaborator did a final reflection to evaluate the implemented actions. These reflections were used to fulfill the democratic and the dialogic validity of this research.

1) The Use of the Student as a Story Reader

Making students as storytellers is an effective method.

Because students find it easier to understand the content of the stories they are learning.

Interview Script 5

Random Student

R: ...Jadi bagaimana pembelajaran hari ini? Kalian lebih suka

pembaca ceritanya dari video atau teman kalian sendiri yang baca?

S:....Lebih suka kalo Veren yang baca Miss. Lebih keras suaranya dan jelas terdengar

In addition, students also become more confident to ask questions, or express their opinions when the teacher asks. Because there was already one of their friends who dared to read the story in front of the class, they also became more motivated to want to show their knowledge when asked by the researcher. This is of course in line with what is expected.

Interview transcript

English Teacher

R: Menurutnya mam bagaimana perkembangannya mereka selama satu bulan ini?

ET: Lumayan perkembangannya dek, sekarang mereka sudah lebih aktif kalo ditanya, dan juga tidak pasif kaya kemarin pas belajar bahasa inggris.

As expected by researchers and English teachers, students become more enthusiastic when learning English and are no longer passive students.

2) Changing the pairwork into group discussion

In the joint construction of the field of Cycle I, the students were required to work in pairs and retold the story.

But, based on the recommendation of the English teacher, it would be better if it was changed into group discussions, because it was narrative text. It was not dialogue; there was no conversation between two people, so it would be better to work in groups.

3) Replacing the guiding questions into series of pictures

In Cycle I, the guiding questions were used to help the students remembering the story. Therefore, they just needed to retell the story by referring to the questions and the answers written there. However, it was not satisfying because the students tended to only rely on the sentences written in the guiding paper. So, there was an idea to replace the guiding questions into series of pictures. Series of picture would make them easier in constructing the story to speak but still required them to produce their own words and sentences.

d. Finding of Cycle II

After reflecting on the implemented actions and scoring the students' speaking performance, the researcher and the collaborator concluded the finding of cycle II. There were some improvements during the implementation in this cycle. They were:

- (a) The goals of using retelling story through picture series as teaching media to provide appropriate models of English for students and to

present the real context of communication were successfully achieved.

- (b) Students found that the method of retelling story through picture series is interesting and easier to comprehend.
- (c) Students could speak confidently when they were performing.
- (d) Students could understand the materials easily with retelling story through picture series activity.
- (e) Students got more sufficient opportunities to practice the target language in a real situation.
- (f) Students' motivation and interest in learning English increased since the classroom activities were more varied and interesting.
- (g) Most of the students could pronounce the words correctly.
- (h) The texts they were performed were already organized into a good generic structure of narrative text.
- (i) Students' grammatical accuracy and comprehension improved.
- (j) Students' vocabulary mastery increased.
- (k) Students could speak confidently when they were performing.

Considering the limited time and regarding the findings of cycle II that all actions were successful in improving the students' speaking skills and the objective of the research was achieved, the collaborators and the researcher agreed to end this research in this cycle.

C. Discussion

The research aimed at describing how the use of retelling story through picture series could improve the speaking ability of class VIII K students of SMP Negeri 2 Palu. Referring to the research objective, the findings showed that the use of retelling story through picture series improved the students speaking ability in the aspect of pronunciation, grammar, vocabulary, content and comprehension. Retelling story through picture series provides visual stimuli such as the environment and situation that can lead students to generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. Picture that found in picture series could help non-native speakers understand the situation and stor when they get difficult to understand what the narator said.

In the interview the students stated that they became more understood the plot of the story because there were the moving images that helped them. The result of the post-test proved that the students performed better than the pre-test.

Based on the interview done to the students, it was proven that they like the speaking teaching and learning process using retelling story through picture series as they got appropriate models of speaking and got an enjoyable and fun atmosphere. As had been stated before, the implementation of videos and its supplementary actions including applying some communicative speaking tasks, using classroom English

during the teaching and learning process, giving feedback on the students' works and giving handouts were successful in improving the students' speaking skills of the class VIII K students of SMP Negeri 2 Palu in the academic year 2021/2022. That finding could be inferred from the observation and the interviews with the English teacher and the students during the research. It conclude that the use of retelling story through picture series was proven to be effective to improve the students' speaking ability.

CHAPTER V

CONCLUSION

A. Conclusion

This research was implemented to the second grade students of SMP Negeri 2 Palu started on February 2022, during the second semester of the academic year of 2021/2022. This program was successful to improve the speaking skill of the VIII K students at SMP Negeri 2 Palu by using retelling story through picture series. The research was carried out in two cycles was effective in improving the students' pronunciation, fluency, vocabulary, grammar and details. The actions consisted of the use of retelling story through picture series as modeling of the input text combining with the use of communicative speaking activities, such as, discussions, giving feedback and re-telling story.

After implementing the two cycles, the researcher found some effective ways to improve the speaking skill of the eight grade students at SMPN 2 Palu by using the method of retelling story through picture series in the academic year of 2021/2022. First, the action using retelling story through picture series could attract students' attention and motivation in the teaching and learning process. The use of retelling story through picture series also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking out their feelings. This way was effective to make them more confident. Second, the students could have better understanding about the use of English in real situation since they got

appropriate stimuli to practice the vocabulary they already know by seen the picture series. Third, they also had adequate opportunities to practice speaking in order to speak fluently and confidently. The combination of the use of retelling story through picture series and the communicative speaking activities, such as discussions, giving feedback to each other and retelling a story were able to make the students speak English. The feedbacks given by the researcher and their team members in groups were able to make them aware of their mistakes and did not repeat them. They were able to make the students more active in joining the group discussion or sometimes giving instant comments in some cases. Some students still mixed the English and Indonesian in the discussion but they followed the activity enthusiastically in the lesson. Therefore, the teaching and learning process became more interactive and communicative. Retelling a story in front of the others was able to build the students' self confidence to speak English. They were excited and also enjoyed doing these activities in front of the class. The students who just gained 2.64 in the pre-test, were able to increase their score up to 4.70 in the post test. It indicated that they made a considerable improvement in some aspect of speaking skills such as pronunciation, grammar, vocabulary and comprehension.

B. Implication

The conclusions have described the use of retelling story through picture series that is effective to improve students' speaking skill. The implications of the research are presented as follow.

1. The use of retelling story through picture series can attract the students' attention and motivation in the teaching and learning process. By using this method, the students can train their speaking ability with the vocabulary that they know. Besides, picture series can help the the student to understand the materials when they can not understand the explanation. Because they can imagine something only with a series of pictures provided by the teacher. It also creates relaxed and enjoyable atmosphere during the lesson. This is effective to attract their attention and also change the monotonous teaching and learning process of speaking.
2. Discussions are effective to make the students involved in groups. It also helps them practice their English. Besides, it gives opportunities for the smart students to correct their partner if they make mistakes. Thus, it is effective to improve the students' confidence to speak English.
3. Feedbacks from the teacher or their friends are effective to make them aware of mistakes they made in speaking. After that, the students were more careful not to repeat the same mistakes.
4. The use of handouts, guiding questions, and series of picture are very useful and quite effective to help the students to speak in English. The handouts made the allocation time appropriate because the researcher did not have to write all the materials and the tasks in the whiteboard. the guiding questions already helped them but it was not quite effective to make them produce their own sentences, so it was replaced by series of

pictures. The series of picture could make the students produce their own sentences.

5. Retelling a story is effective to improve the students' speaking skill and self confidence. Since the students are asked to perform the role plays in front of the class, they can improve their self confidence and also their speaking skill.

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APPENDICES

A. Lesson Plan

B. Submission Letter for Thesis Title

C. Letter of Assignment for Thesis Supervisor

D. Invitation to Attend Thesis Proposal Seminar

E. Documentation

F. Curriculum Vitae

A. Lesson Plan

LESSON PLAN

(MEETING 1)

School : SMP N 2 Palu

Grade/Semester : VIII/2

Subject : English

Text Type : Narrative Language

Skill : Speaking

Character : Creative and Communicative

Academic Year : 2021/2022

Time Allocation : 2 x 30 minutes

A. STANDARD OF COMPETENCE

To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

B. BASIC COMPETENCE

To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

C. INDICATORS

- Pronouncing the words correctly
- Answering questions related to the text orally

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

1. pronounce the words correctly
2. answer questions related to the text orally

3. understand the purpose of the text even still get difficult to understand what is the narrator said.

E. LEARNING MEDIA

1. Lesson book
2. Laptop
3. Video of story in series picture (source from youtube)

F. TEACHING AND LEARNING ACTIVITY

1. Pre-Activities

Opening

- The researcher greets the students.
- The reasearcher leads the prayer.
- The researcher checks the students' attendance

2. Main Activities

- a. The students listen to a short simple narrative text
- b. The students try to answer some questions related to the story orally.
- c. The teacher and the students discuss the answers together.
- d. The teacher explains the right answers to the students.
- e. The teacher explains the generic structure and the tenses used in narrative text.

3. Post-Activities

- The students and the researcher make a summary of the teaching and learning process together.
- The students and the researcher make a reflection towards the teaching and learning process together.
- The researcher leads the prayer and says goodbye

G. ASSESSMENT

Task 1

Listen to the story and answer the question!

1. What happened to the Ant?
2. What happened to the Dove?
3. What is the Ant do to help the Dove?
4. What is the Dove do to help the Ant?
5. What is the moral of the story?

Evaluation

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
 - a. Nilai siswa : Students' score x 50 = Score Max. score
 - b. Rubric scoring :

SCORE	FLUENCY	CONTENT		APPEAREANCE
	PRONUNCIATION	VOCABULARY	GRAMMAR	ACCURANCY
	1 (Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with	1 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1 (Errors in grammar are frequent, but speaker can be understood by a native speaker	1 (There is no orientation , complicati on and resolution)

	foreigners attempting to speak his language.)		used to dealing with foreigner)	
	2-3 (Accent is intelligible though often quite faulty.)	2-3 (Has speaking vocabulary sufficient to express himself simply with some circumlocutions.)	2-3 (Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.)	2-3 (The story is already organized into orientation , complication and resolution but still there are some parts who are missing)
	4-5 (Errors in pronunciation are quite rare.)	4-5 (Able to speak the language with sufficient vocabulary)	4-5 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	4-5 (The story is really organized into orientation , complication and resolution)

LESSON PLAN

(MEETING 2)

School : SMP N 2 Palu

Grade/Semester : VIII/2

Subject : English

Text Type : Narrative Language

Skill : Speaking

Character : Creative and Communicative

Academic Year : 2021/2022

Time Allocation : 2 x 30 minutes

A. STANDARD OF COMPETENCE

To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

B. BASIC COMPETENCE

To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

C. INDICATORS

1. Pronouncing some words from the text correctly
2. Finding detail information from the text
3. answering the implicit questions from the text
4. Answering questions related to the text orally

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

- a. pronounce the words correctly . pronounce the words correctly

- b. find detail information from the text 3.
- c. answer the implicit questions from the text
- d. answer questions related to the text orally

E. LEARNING MEDIA

- a. Lesson book
- b. Laptop
- c. Video of story in series picture (source from youtube)

F. TEACHING AND LEARNING ACTIVITY

a. Pre-Activities

Opening

- The researcher greets the students.
- The reasearcher leads the prayer.
- The researcher checks the students' attendance

b. Main Activities

- The teacher shows a video about "The Legend of Sangkuriang".
- The students repeat some difficult words from the video after the teacher. C
- The students try to find out the meaning of the difficult words before.
- The students answer the questions from the video orally.
- The teacher and the students discuss the answers together.
- The teacher explains the right answers to the students.

c. Post-Activities

- The students and the researcher make a summary of the teaching and learning process together.
- The students and the researcher make a reflection towards the teaching and learning process together.
- The researcher gives feedback towards the process and the result of the teaching and learning process

- The researcher leads the prayer and says goodbye

G. Assesment

TASK!

This question is answer directly in the teaching learning process

1. What is the Grasshopper do on the summer day?
2. What is the ant do on the summer day?
3. What is the grasshopper ask ant to do whe he see the ant?
4. What happened to the grasshopper when the winter come?
5. What is the ant do when the grasshopper come to his house?
6. What is the grasshopper said after the ant give him food?
7. What is the moral of the story?

Evaluation :

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
 - a. Nilai siswa : Students' score x 50 = Score Max. score
 - b. Rubric Scoring :

SCORE	FLUENCY	CONTENT		APPEAREANCE
	PRONUNCIATION	VOCABULARY	GRAMMAR	ACCURANCY
	1 (Errors in pronounciati on are frequent but	1 (Speaking vocabulary inadequate to express	1 (Errors in grammar are frequent,	1 (There is no orientation , complicati on and resolution)

	can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	anything but the most elementary needs.)	but speaker can be understood by a native speaker used to dealing with foreigner)	
	2-3 (Accent is intelligible though often quite faulty.)	2-3 (Has speaking vocabulary sufficient to express himself simply with some circumlocutions.)	2-3 (Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.)	2-3 (The story is already organized into orientation , complication and resolution but still there are some parts who are missing)

	4-5 (Errors in pronunciation are quite rare.)	4-5 (Able to speak the language with sufficient vocabulary)	4-5 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	4-5 (The story is really organized into orientation , complication and resolution)
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LESSON PLAN

(MEETING 3)

School : SMP N 2 Palu

Grade/Semester : VIII/2

Subject : English

Text Type : Narrative Language

Skill : Speaking

Character : Creative and Communicative

Academic Year : 2021/2022

Time Allocation : 2 x 30 minutes

G. STANDARD OF COMPETENCE

To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

H. BASIC COMPETENCE

To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

I. INDICATORS

- Retelling the story to their partners
- Retelling the story individually in front of the class

J. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

1. Retell the story to their partners
2. Retell the story individually in front of the class

K. LEARNING MEDIA

1. Board markers
2. Pictures
3. Videos
4. Laptop
5. Portable speaker
6. Internet, YouTube
7. Students' handout

L. TEACHING AND LEARNING ACTIVITY

1. Pre-Activities

Opening

- The researcher greets the students.
- The reasearcher leads the prayer.
- The researcher checks the students' attendance

2. Main Activities

- The teacher shows the video about "Greedy dog" again.
- The students are required to form a group of two, then they are given guidance questions (that are asked before) and then retell the story to his/her partner.
- The partner was required to give feedbacks.
- After that, they are required to retell the story again individually in front of the class.

3. Post-Activities

- The students and the researcher make a summary of the teaching and learning process together.
- The students and the researcher make a reflection towards the teaching and learning process together.
- The researcher leads the prayer and says goodbye

G. ASSESSMENT

Task 1

Retell the story in pairs using this list as guidance!

- a. What is the dog do?
- b. where the dog walk?
- c. What the dog see?
- d. What happened to the dog?

Evaluation :

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
- c. Nilai siswa : Students' score x 50 = Score Max. score
- d. Rubric scoring :

SCORE	FLUENCY	CONTENT		APPEAREANCE
	PRONOUNCIATION	VOCABULARY	GRAMMAR	ACCURANCY
	1 (Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	1 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1 (Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner)	1 (There is no orientation , complication and resolution)
	2-3	2-3	2-3	2-3

	(Accent is intelligible though often quite faulty.)	(Has speaking vocabulary sufficient to express himself simply with some circumlocutions.)	(Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.)	(The story is already organized into orientation , complication and resolution but still there are some parts who are missing)
	4-5 (Errors in pronunciation are quite rare.)	4-5 (Able to speak the language with sufficient vocabulary)	4-5 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	4-5 (The story is really organized into orientation , complication and resolution)

LESSON PLAN

(MEETING 4)

School : SMP N 2 Palu

Grade/Semester : VIII/2

Subject : English

Text Type : Narrative Language

Skill : Speaking

Character : Creative and Communicative

Academic Year : 2021/2022

Time Allocation : 2 x 30 minutes

A. STANDARD OF COMPETENCE

To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

B. BASIC COMPETENCE

To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

C. INDICATORS

1. Retelling the story to their partners.
2. Retelling the story individually in front of the class.

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

1. Retell the story to their partners
2. Retell the story individually in front of the class

E. LEARNING MEDIA

- a. Lesson book
- b. Laptop
- c. Video of story in series picture (source from youtube)

F. TEACHING AND LEARNING ACTIVITY

a. Pre-Activities

Opening

- The researcher greets the students.
- The reasearcher leads the prayer.
- The researcher checks the students' attendance

b. Main Activities

- The teacher ask the student to retell the story with series picture in front of class, the title of the story is "The Mouse and the Lion".
- The students are required to form a group of two, then they are given guidance questions (that are asked before) and then retell the story to his/her partner.
- The partner was required to give feedbacks.
- After that, they are required to retell the story again individually in front of the class
- After that, the teacher ask them to write an adjective word that they find in the story that they write

c. Post-Activities

- The students and the researcher make a summary of the teaching and learning process together.
- The students and the researcher make a reflection towards the teaching and learning process together.
- The researcher gives feedback towards the process and the result of the teaching and learning process
- The researcher leads the prayer and says goodbye

G. Assesment

TASK!

Retelling Story through picture series

The Lion and the Mouse



(the script is not showed to the student)

Once upon a time, a lion was sleeping under a tree. A little mouse jumped on him. The lion woke up, picked up the mouse, and opened his mouth to

eat him. "I'm sorry to wake you up. Please don't eat me. I can help you one day." said the mouse. "That's funny! Okay, I'll let you go." said the lion. Later, a hunter's net fell on the lion. The lion couldn't get out. The mouse saw the lion and ran to help. The mouse helped the lion get out! The mouse bite the ropes to make the lion free. "You are a little mouse, but you are a big help. Thank you!" said the lion.

Evaluation :

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
 - a. Nilai siswa : Students' score x 50 = Score Max. score
 - b. Rubric scoring :

SCORE	FLUENCY	CONTENT		APPEARANCE
	PRONUNCIATION	VOCABULARY	GRAMMAR	ACCURACY
	1 (Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	1 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1 (Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner)	1 (There is no orientation , complication and resolution)

	2-3 (Accent is intelligible though often quite faulty.)	2-3 (Has speaking vocabulary sufficient to express himself simply with some circumlocutions.)	2-3 (Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.)	2-3 (The story is already organized into orientation , complication and resolution but still there are some parts who are missing)
	4-5 (Errors in pronunciation are quite rare.)	4-5 (Able to speak the language with sufficient vocabulary)	4-5 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	4-5 (The story is really organized into orientation , complication and resolution)

LESSON PLAN

(MEETING 5)

School : SMP N 2 Palu Depok

Grade/Semester : VIII/2

Subject : English

Text Type : Narrative Language

Skill : Speaking

Character : Creative and Communicative

Academic Year : 2021/2022

Time Allocation : 2 x 30 minutes

A. STANDARD OF COMPETENCE

To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

B. BASIC COMPETENCE

To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

C. INDICATORS

- Pronouncing the words correctly
- Answering questions related to the text orally

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

- a. pronounce the words correctly
- b. answer questions related to the text orally

- c. understand the purpose of the text even still get difficult to understand what is the narrator said.

E. LEARNING MEDIA

- a. Lesson book
- b. Laptop
- c. Video of story in series picture (source from youtube)

F. TEACHING AND LEARNING ACTIVITY

- a. Pre-Activities

Opening

- The researcher greets the students.
- The reasearcher leads the prayer.
- The researcher checks the students' attendance

- b. Main Activities

- The students wacth a video that play in the laptop
- The students try to answer some questions related to the story orally.
- The teacher and the students discuss the answers together.
- The teacher explains the right answers to the students.
- The teacher explains the generic structure and the tenses used in narrative text.

- c. Post-Activities

- The students and the researcher make a summary of the teaching and learning process together.
- The students and the researcher make a reflection towards the teaching and learning process together.
- The researcher leads the prayer and says goodbye

G. ASSESSMENT

Task 1

Watch the story and answer the question!

Text of the video.

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Stupid crocodile! Cant you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

"Really...? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

1. What happened to the Mouse deer?
2. What is the Mouse deer do in the next day?
3. Did the crocodile eat the Mouse deer?

4. What is the moral of the story?

Evaluation :

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
 - a. Nilai siswa : Students' score x 50 = Score Max. score
 - b. Rubric scoring :

SCORE	FLUENCY	CONTENT		APPEAREANCE
	PRONUNCIATION	VOCABULARY	GRAMMAR	ACCURACY
	1 (Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	1 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1 (Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner)	1 (There is no orientation , complication and resolution)
	2-3 (Accent is intelligible though often quite faulty.)	2-3 (Has speaking vocabulary sufficient to express	2-3 (Can usually handle elementary constructi	2-3 (The story is already organized into orientation ,

		himself simply with some circumlocut ions.)	ons quite accurately but does not have through or confident control of the grammar.)	complicati on and resolution but still there are some parts who are missing)
	4-5 (Errors in pronunciati on are quite rare.)	4-5 (Able to speak the language with sufficient vocabulary)	4-5 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	4-5 (The story is really organized into orientation , complicati on and resolution)

LESSON PLAN

(MEETING 6)

School : SMP N 2 Palu

Grade/Semester : VIII/2

Subject : English

Text Type : Narrative Language

Skill : Speaking

Character : Creative and Communicative

Academic Year : 2021/2022

Time Allocation : 2 x 30 minutes

A. STANDARD OF COMPETENCE

To express the meaning of short simple functional spoken text and monologue in the forms of recount and narrative to interact with surrounding environment.

B. BASIC COMPETENCE

To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of narrative texts.

C. INDICATORS

- Retelling the story in their group
- Retelling the story individually in front of the class

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to:

- a. Retell the story to their group
- b. Retell the story individually in front of the class

E. LEARNING MEDIA

- a. Board markers
- b. Pictures
- c. Videos
- d. Laptop
- e. Portable speaker
- f. Internet, YouTube
- g. Students' handout

F. TEACHING AND LEARNING ACTIVITY

a. Pre-Activities

Opening

- The researcher greets the students.
- The reasearcher leads the prayer.
- The researcher checks the students' attendance

b. Main Activities

- The teacher shows the video about "The story of Cinderella"
- The students are required to form a group of four, then they are given series of pictures and then retell the story to all the members
- The other members were required to give some feedbacks.
- After that, they are required to retell the story again individually in front of the class

c. Post-Activities

- The students and the researcher make a summary of the teaching and learning process together.
- The students and the researcher make a reflection towards the teaching and learning process together.
- The researcher leads the prayer and says goodbye

G. ASSESSMENT

Task 1

Retell the story in pairs and then individually using these pictures as guidance!



Evaluation :

1. Technique : Performance
2. In the form of : Oral Test
3. Pedoman penilaian
 - a. Nilai siswa : Students' score x 50 = Score Max. score
 - b. Rubric scoring :

SCORE	FLUENCY	CONTENT	APPEAREANC
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				E
	PRONUNCIATION	VOCABULARY	GRAMMAR	ACCURACY
	1 (Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.)	1 (Speaking vocabulary inadequate to express anything but the most elementary needs.)	1 (Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner)	1 (There is no orientation , complication and resolution)
	2-3 (Accent is intelligible though often quite faulty.)	2-3 (Has speaking vocabulary sufficient to express himself simply with some circumlocutions.)	2-3 (Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.)	2-3 (The story is already organized into orientation , complication and resolution but still there are some parts who are missing)

	4-5 (Errors in pronunciation are quite rare.)	4-5 (Able to speak the language with sufficient vocabulary)	4-5 (Control of grammar is good. Able to speak the language with sufficient structural accuracy)	4-5 (The story is really organized into orientation , complication and resolution)
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B. Submission Letter for Thesis Title



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PALU
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Diponegoro No. 23 Telp. 0451-460798 Fax. 0451-460165 Palu 94221
email: humas@iainpalu.ac.id - website: www.iainpalu.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama	: SITI SAHRA RAMADHANI	NIM	: 181160072
TTL	: PALU, 12-12-1999	Jenis Kelamin	: Perempuan
Jurusan	: Tadris Bahasa Inggris (S1)	Semester	:
Alamat	: JL. MERAK NO.14	HP	: 082217023343
Judul	:		

☒ Judul I *3rd meeting / Senin 29 Maret 2021*
An Analysis of Students speaking skill by retelling story through picture series

☐ Judul II
Improve Students speaking skills Through Debate Techniques

☐ Judul III
Improve Students Speaking Skills Through 4/3/2 Techniques

Palu, *29 Maret*2021

Mahasiswa,

[Signature]
SITI SAHRA RAMADHANI
NIM. 181160072

Telah disetujui penyusunan skripsi dengan catatan :

Find more references related to your title (retelling story & picture series).

Pembimbing I : *[Signature]*, S.Pd., M.Pd. / *Can. ulitor Kepala atau asisten all. top. 333*

Pembimbing II : *Rasmi, S.Pd., M.Pd.*

→ Drs. Muhammad Ihsan, M.Ag.

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,

[Signature]
Drs. SYAHRIL, M.A.
NIP.196304011992031004

Ketua Jurusan,

[Signature]
RASMI, S.Pd., M.Pd.
NIP. 198606242019032011

C. Assignment Letter

**KEPUTUSAN
REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU
NOMOR : 295 TAHUN 2021**

**TENTANG
KONTINGEN IAIN PALU PADA PEKAN OLAH RAGA RISET DAN ORNAMEN SENI (POROS) II
PTKIN SE-INDONESIA TIMUR (POROS INTIM) TAHUN 2021
DI IAIN SULTAN AMAI GORONTALO
REKTOR INSTITUT AGAMA ISLAM NEGERI PALU**

- Menimbang :**
- Bahwa dalam rangka keikutsertaan IAIN Palu dalam kegiatan Pekan Olahraga, Riset dan Ornamen Seni (Poros) PTKIN Se-Indonesia Timur (Poros Intim) Tahun 2021 di IAIN Sultan Amal Gorontalo, maka dipandang perlu membentuk Kontingen IAIN Palu.
 - Bahwa mereka yang namanya tercantum dalam lampiran keputusan ini dianggap memenuhi syarat dan mampu melaksanakan tugas-tugas pendampingan dimaksud.
 - Bahwa berdasarkan pertimbangan pada huruf a dan b tersebut maka perlu penetapan keputusan Rektor IAIN Palu.
- Mengingat :**
- Undang-undang Nomor 20 tahun 2003 Tentang Sistem Pendidikan Nasional;
 - Undang-undang No.03 tahun 2005 tentang Sistem Keolahragaan Nasional;
 - Undang-undang Republik Indonesia Nomor 12 Tahun 2012 tentang pendidikan Tinggi;
 - Keputusan Presiden RI Nomor 51 Tahun 2013; Tentang Perubahan STAIN Palu menjadi Institut Agama Islam Negeri Palu;
 - Peraturan Pemerintah Nomor 4 Tahun 2014 Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Pendidikan Tinggi;
 - Peraturan Menteri Agama RI Nomor 27 Tahun 2018 tentang perubahan kedua atas peraturan Menteri Agama Nomor 1 Tahun 2013 Tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Palu;
 - Peraturan Menteri Agama RI Nomor 23 Tahun 2019 tentang perubahan kedua atas peraturan Menteri Agama RI Nomor 1 Tahun 2015 Tentang Statuta Institut Agama Islam Negeri (IAIN) Palu;
 - Keputusan Menteri Agama RI Nomor : B.11/3/66952 Tentang Pengangkatan Rektor IAIN Palu Masa Jabatan 2017-2021;
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor 4961 Tahun 2016 tentang penetapan pedoman umum Organisasi Kemahasiswaan pada perguruan tinggi keagamaan Islam;
 - Panduan Pelaksanaan Pekan Olahraga, Riset dan Seni (POROS) II PTKIN Se-Indonesia Timur Institut Agama Islam Negeri (IAIN) Sultan Amal Gorontalo Tahun 2021.

MEMUTUSKAN

- Menetapkan :** KEPUTUSAN REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU TENTANG KONTINGEN IAIN PALU PADA PEKAN OLAH RAGA RISET DAN ORNAMEN SENI (POROS) II PTKIN SE-INDONESIA TIMUR (POROS INTIM) TAHUN 2021 DI IAIN SULTAN AMAI GORONTALO
- KESATU :** Menetapkan nama-nama tersebut dalam lampiran keputusan ini sebagai Kontingen IAIN Palu pada POROS INT II PTKIN se Indonesia Timur di IAIN Sultan Amal Gorontalo tahun 2021.
- KEDUA :** Kontingen dimaksud bertugas merencanakan, melaksanakan pembinaan dan pendampingan, serta mengawasi dan melaporkan hasil Pekan Olahraga, Riset dan Ornamen Seni (Poros) II PTKIN Se-Indonesia Timur (Poros Intim) Tahun 2021 kepada Rektor IAIN Palu.
- KETIGA :** Segala biaya yang dikeluarkan sehubungan dengan Keputusan ini dibebankan pada DIPA IAIN Palu Tahun Anggaran 2021.
- KEEMPAT :** Keputusan ini berlaku sejak tanggal ditetapkan dan berakhir setelah seluruh kegiatan Pekan Olahraga, Riset dan Ornamen Seni (Poros) II PTKIN Se-Indonesia Timur (Poros Intim) Tahun 2021 berakhir.
- KELIMA :** Apabila dikemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diubah dan diperbaiki sebagaimana mestinya.

Ditetapkan di : Palu
Pada tanggal : 02 September 2021

Rektor,


Prof. Dr. H. Sagaf S. Pettalongi, M.Pd
NIP. 19670501 199103 1 005

Tembusan :

1. Dirjen Pendidikan Islam Kementerian Agama di Jakarta;
2. Direktur Pendidikan Tinggi Islam Kementerian Agama di Jakarta;
3. Kepala Biro Kepegawaian Kementerian Agama di Jakarta;
4. Kakanwil BKN Wil. IV di Makassar;
5. Kepala Kantor Penyelenggaraan Perbendaharaan Negara di Palu;

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D. Invitation to Attend Thesis Proposal Seminar

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 151 /Un.24/F.I/PP.00.9 /01/2022
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Palu, 17 Januari 2022

Kepada Yth.

1. Drs. Mohamad Ihsan, M.Ag. (Pembimbing I)
2. Rasmi, S.Pd., M.Pd. (Pembimbing II)
3. Ana Kuliahana, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:


Nama : Siti Sahrah Ramadhani
NIM : 18.1.16.0072
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : Developing Students' English Speaking Skill of the Eight Grade by Retelling Story through Series Picture at SMP Negeri 2 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Selasa, 18 Januari 2022
Waktu : 09.30 Wita - Selesai
Tempat : Lt. 3 FTIK UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n. Dekan
Kampus Jurusan TBIG


Ruslin, S.Pd., M.Pd.
NIP. 19690715 199

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E. Documentation

1. Teaching Learning Process





F. Curriculum Vitae

CURRICULUM VITAE

Researcher Identity

Name : Siti Sahrah Rahmadhani
Date of Birth : Palu, 12 Desember 1999
Gender : Female
Religion : Islam
Department : English Tadris Department
Faculty : Tarbiyah and Teacher Training Faculty
NIM : 18.11.6.0072
E-mail : ssramadhani21@gmail.com
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Parents Identity

Father : Syafaruddin, SH
Address : Jl Merak No.14
Religion : Islam
Occupation : Entrepreneur

Mother : Herlina
Address : Jl Merak N0.14
Religion : Islam
Occupation : House Wife

Educational

SDN 2 Inpres Birobuli

SMP Negeri 2 Palu

SMK Nusantara Palu

Palu, 21 March, 2022

Siti Sahrah Rahmadhani
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