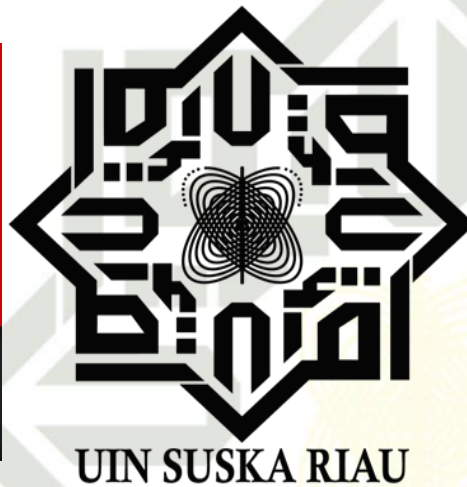


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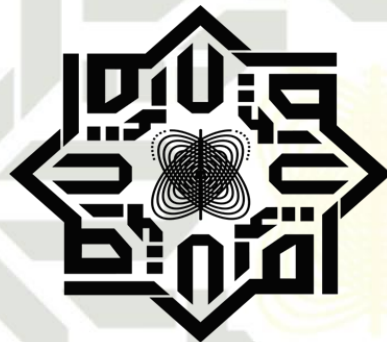
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**THE EFFECT OF USING RETELLING A STORY IN THEIR
SPEAKING ABILITY STUDENTS AT 11TH GRADE OF
SMA N 1 RUMBIO JAYA**

Thesis
Submitted to Fulfill One of the Requirements
For Undergraduate Degree in English Education
(S.Pd.)



UIN SUSKA RIAU

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ACKNOWLEDGEMENT



All praises are devoted to Allah Almighty, Lord of the Universe. By His guidance and blessings, the researcher could finally finish and complete this thesis. Then, the researcher says peace be upon the Prophet Muhammad.

The researcher is grateful to many people who have given their valuable helps and advises in completing this thesis especially to his beloved parents, Metasar and Suharmita, who have never given up, prayed for their son in their life and given meaningful and useful supports to get this stage. The researcher cannot arrive at this stage, see and stand up to face everything in this world without the hard efforts of theirs. Your happiness is everything of his live. Beside, the researcher would like to express his deepest and sincere gratitude to:

1. Prof. Dr. H. Hairunas, M.Ag., the Rector of state Islamic University of Sultan Syarif Kasim Riau, Dr. Hj. Helmiati, M.Ag., as Vice Rector I, Dr. H. Mas'ud Zein, M.Pd., as Vice Rector II, Edi Erwan, S.Pt. M.Sc., Ph.D., as Vice Rector III, and all staffs. Thank you for kindness and encouragement.
2. Dr. H. Kadar, M.Ag., the Dean of Faculty of Education and Teacher Training University of Sultan Syarif Kasim Riau, Dr. Zarkasih, M.Ag., as Vice Dean I, Dr. Zubaidah Amir, MZ, M.Pd , as Vice Dean II, and Dr. Amira Diniaty, M.Pd. Kons., as Vice Dean III and all staffs. Thank you for kindness and encouragement.
3. Dr. Faurina Anastasia, SS, M.Hum., the Head of English Education Department Dr. Nur Aisyah Zulkifli, M.Pd., the Secretary of English Education Department who has given guidance in completing this thesis.
4. Dedy Wahyudi, M.Pd., as becoming the researcher's academic supervisor, for her correction, suggestion, support, advice, and guidance in completing this thesis.
5. Siswandi, S.Pd.I, M.Pd., the researcher's thesis supervisor who has given guidance, motivation and advice to the reseacher for completing this thesis.

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6. All Lecturers who have given their knowledge and information through the meeting in the class or personally.
7. Rizal, S.Pd the Headmaster of Senior High School 2 Rumbio Jaya and Fauziah, S.Pd, the English Teacher for their permissions and support during the research.
8. Then researcher sister Mona Monita, M.Pd who always give her support all of the time.

Pekanbaru, August 27th 2021
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ABSTRACT

AzmiMulya,(2021): *The Effect of using Retelling a Story in their Speaking ability students at 11th grade of SMA N 1 Rumbio Jaya*

The main focus of this research was to find out whether there was a significant The Effect of using Retelling a Story in their Speaking ability students at 11th grade of SMA N 1 Rumbio Jaya. The researcher using quantitative research, that is : Is there any significant difference between before using retelling story and after using retelling story in their speaking ability students at 11th grade of SMA N 1 Rumbio Jaya??. This research had two variables, students' Speaking ability before using retelling story (X_1) and students' speaking ability after using retelling story(X_2) as independent variable and students' speaking ability as dependent variable. This research was a pre-experimental research. The subject of this research was the 11th grade of SMA N 1 Rumbio Jaya. The researcher selected 30 students of the population by using cluster random sampling technique. In collecting the data, the researcher used speaking test as pre-test and post test. The technique of analyzing data was Paired Sample T-Test and it was eased by using SPSS 21.0 program. Based on the data analysis, the researcher conclude that there is a significant effect between the students' speaking ability before taught by using retelling story and after taught by using retelling story at 11th grade of SMA N 1 Rumbio Jaya. It means that the retelling story can be used to improved their speaking ability. It was considered from the significant 2-tailed is 0.000, it means that less than 0.05. It means that H_a was accepted and H_0 was rejected. From the research findings, it showed that.

Keywords: *Retelling, Story, Speaking Ability.*



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ABSTRAK

AzmiMulya, (2021): *Efek menggunakan Menceritakan Kembali Sebuah Cerita dalam kemampuan Berbicara mereka siswa kelas 11 SMA N 1 Rumbio Jaya*

Fokus utama dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan Efek menggunakan Menceritakan Kembali Sebuah Cerita dalam kemampuan Berbicara mereka siswa kelas 11 SMA N 1 Rumbio Jaya. Peneliti menggunakan penelitian kuantitatif, yaitu :Apakah ada perbedaan yang signifikan antara sebelum menggunakan retelling story dan setelah menggunakan retelling story dalam kemampuan berbicara siswa kelas 11 SMA N 1 Rumbio Jaya?”.Penelitian ini memiliki dua variabel, yaitu kemampuan berbicara siswa sebelum menggunakan retelling story (X1) dan kemampuan berbicara siswa setelah menggunakan retelling story (X2) sebagai variabel bebas dan kemampuan berbicara siswa sebagai variabel terikat. Penelitian ini merupakan penelitian pra eksperimen. Subyek penelitian ini adalahKelas 11 SMA N 1 Rumbio Jaya.Peneliti memilih 30 siswa dari populasi dengan menggunakan teknik cluster random sampling. Dalam mengumpulkan data, peneliti menggunakan tes berbicara sebagai pre-test dan post-test. Teknik analisis data adalah Paired Sample T-Test dan dipermudah dengan menggunakan program SPSS 21.0. Berdasarkan analisis data, peneliti menyimpulkan bahwaada pengaruh yang signifikan antara kemampuan berbicara siswa sebelum diajar dengan menggunakan retelling story dan setelah di ajar dengan menggunakan retelling story di kelas 11 SMA N 1 Rumbio Jaya. Artinya retelling story dapat digunakan untuk meningkatkan kemampuan berbicara mereka. Itu dianggap darisignifikan 2-tailed adalah 0,000, artinya kurang dari 0,05.Artinya Ha diterima dan H0 ditolak. Dari hasil penelitian menunjukkan bahwa.

Kata Kunci: *Menceritakan Kembali, Cerita, Kemampuan Berbicara.*



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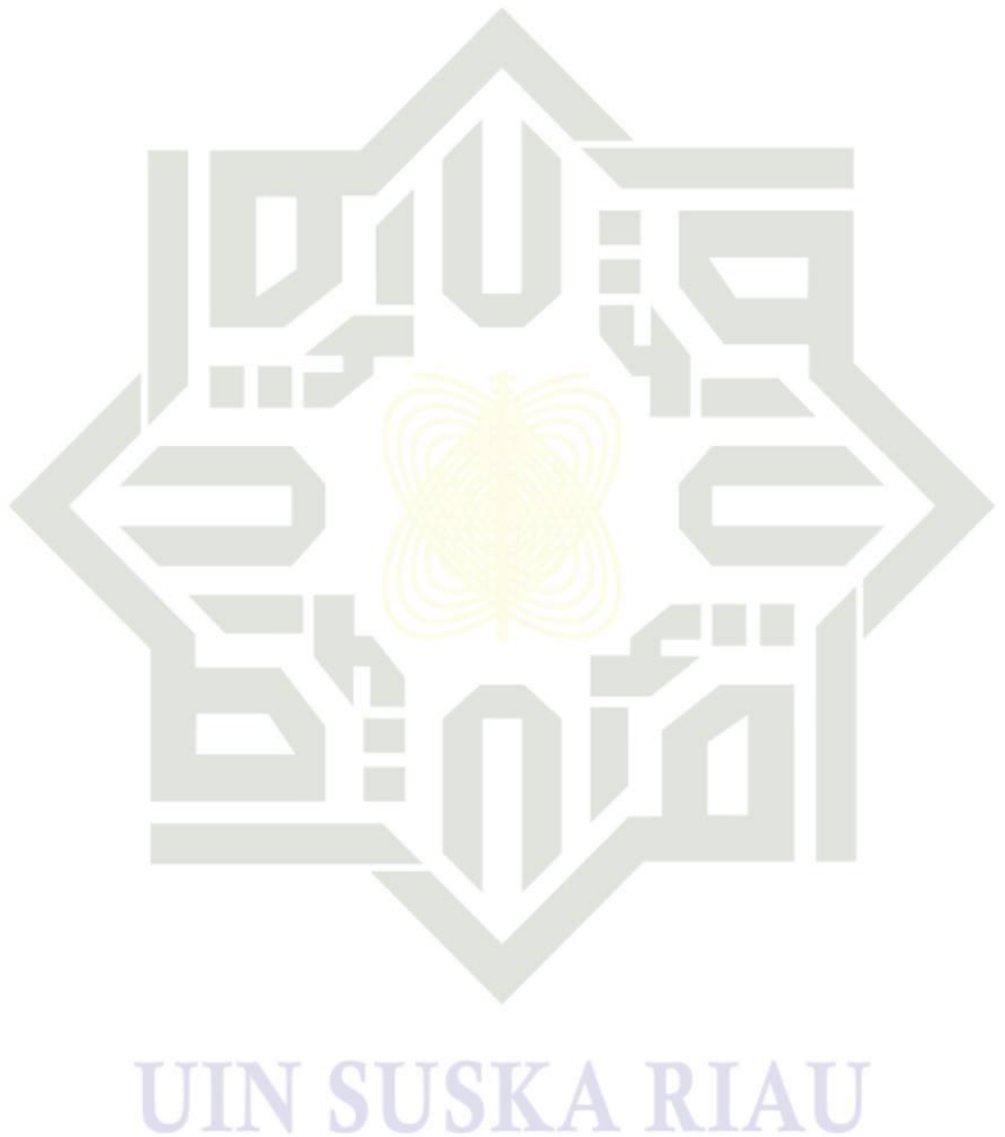
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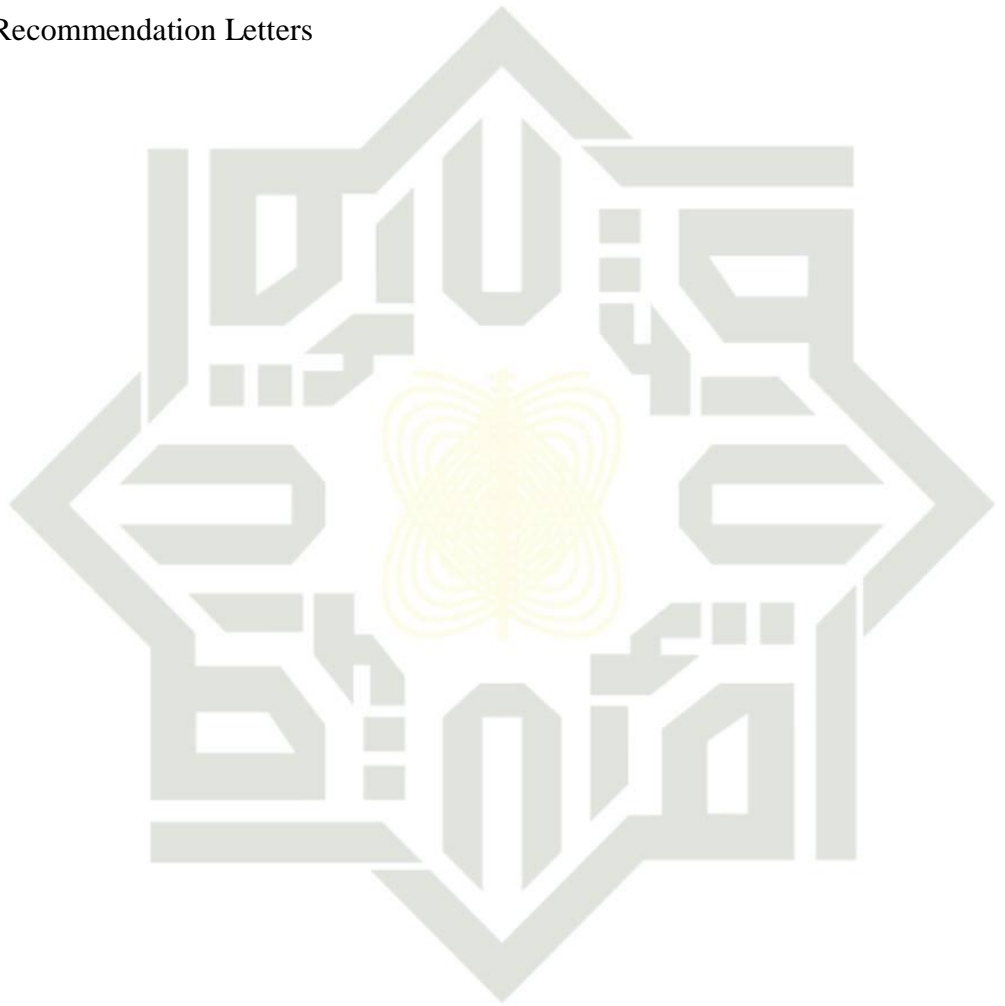
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language has evolved to allow people to communicate efficiently. Now, it is very important to be able to speak and understand English language. English has made very big influence in the parts of human life. Learning English is not only important to get education but also to get new technology, science, and knowledge. It is spoken in almost every nation in the world. English is known as a universal language. Anywhere we go in the world, we will find people who speak English. And majority of the world entertainment also use English. English as the main foreign language has been taught to the students from elementary school up to university. It has been put in the curriculum of education as one of compulsory subject.

Language teaching, perhaps more than many other activities reflect the times it takes place in. Language is about communication, after all, and perhaps that is why philosophies and techniques for learning languages seem to develop and change in tune with the societies which give rise to them. Teaching and learning are human activities; they are social just as much as they are (in our case) linguistic. But it's not just society that changes and evolves. The last decades have seen what feels like unprecedented technological change. The internet to that



and other educational technology has not lagged behind. We have tried to reflect that excitement and newness in part of new edition. But we need to be careful, too. Baroness Greenfield is an English scientist, writer, broadcaster, and member of the House of Lords. In the words of Baroness Greenfield, speaking in Britain's House of Lords, "We must choose to adopt appropriate technologies that will ensure the classroom will fit the child, and buck the growing trend for technologies ... to be used to make the twenty-first-century child fit the classroom" (Harmer, 2007:9). English is one of the important languages in the world. All around the world, student of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly (Harmer, 2007) Some student, of course, only learns English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second

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language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to English as a Second Language (ESL) and English as a Foreign Language (EFL) classroom settings, together with suggestions for teachers who teach oral language.

Based on the primary research, the researcher found at SMA N 1 Rumbio Jaya when the researcher did observation. The researcher did direct observation when the COVID-19 issue wasn't existing on March 5th, 2020. There were problems in English class especially in speaking. They do not speak English and when the researcher asks the students in the class, they cannot answer it well. The students have difficulties when they speak English. There are 30 students in 8C Class and 8D Class, but only 3-4 students are active in each class. It means that only more and less 10% of students give more attention and actively speak English. They need another method to learning English to get their more attention and actively speak English. Using another method will get their attention for learning English, and retelling story is one of them. The students also feel confused when the researcher asks them about the lesson.

Secondly, they have lack of vocabulary. If they try to speak English, they confuse what words they have to say. They don't know what does the mean of words in English. Retelling story is the way to learners to memorize word after word in English and give them more idea to speak English.

Retelling story has many benefits in improving students' speaking skill. According to Fitzgibbon and Wilhelm (1998, p. 24), stated that the most



frequently mentioned benefits in the research literature are affective benefits: storytelling interests students, lower affective filters, and allows learning to take place more readily and more naturally within a meaningful context. Retelling story is also promoted as fostering natural communication, allowing students to experience authentic language input.

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggests some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

Based on the problems mentioned above and the difficulty in using the target language, retelling short story is one of the recommended techniques which can help language learners in improving their speaking skill and knowledge of vocabulary, grammatical structures, and pronunciation. Therefore, the researcher decided to use retelling short story as a technique in teaching speaking. By retelling story, students will have opportunity to speak English in classroom. Retelling short story helps students improve speaking skill and also increase the students' vocabulary. Furthermore, retelling helps teachers identify the level of

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students' comprehension of what they read or listen to. In addition, retelling is a common way that many people use as part of their communication.

Retelling story involve having students retell stories or text selections that they have listened to or to read. "Retelling can also be used to determine students' understanding of story structure" (O'Malley and Pierce, 1996:83). Story/text retellings involve having students retell stories or text selections that they have listened to or read. Retelling story is an oral sharing of a personal or traditional story, told using the essence of the tradition from which it originates. As a shared experience between teller and listener or reader, it offers natural language experiences for students. Retelling story can be an enjoyable activity for both tellers and listeners and should be engaged in at all grade levels. The teacher should model Retelling story before expecting students to tell stories. Retelling story fosters creative thinking. Retelling story allows students to internalize important aspects of story beginnings and endings, settings, characters, and plot lines. It provides practice in expressing ideas in thought units, using colorful and descriptive language, developing ideas in sequence, and choosing effective action words. The teacher can encourage students to retell stories which they have read in their books or found in newspaper or on the internet such retelling is a valuable way of provoking the activation of previously learnt or acquired language (Harmer, 2007:130).

There are some preliminary studies related to retelling story for speaking skill, for example, Handayani (2017) she conducted a study at MA Al-Asy'ariyah

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Bandar Lampung, Susilo et al. (2013) they carried out a research at SMP PGRI 4 Pontianak, and Novia (2016) at SMA Santun Untan Pontianak, and Zuhriyah (2016) she conducted a research at English Program of Hasyim Asy'ari University (UNHAS) Tebuireng Jombang.

Based on the preliminary studies above, there is a need for the present study. Therefore, this study focuses on experimental reseearch entitled "*The Effect of using Retelling a Story in their Speaking ability students at 11th grade in SMA N 1 Rumbio Jaya*".

B. Problem

1. Identification of the Problems

Based on the primary research, the researcher found at SMA N 1 Rumbio Jaya when the researcher did observation. The researcher did direct observation when the COVID-19 issue wasn't existing on March 5th, 2020. There were problems in English class especially in speaking. They do not speak English and when the researcher asks the students in the class, they cannot answer it well. The students have difficulties when they speak English. The students were not able to speak English properly. It could be seen from the difficulty when they built a sentence to speak because it took some time for them to think what they had to speak.

The researcher also found the problem on their pronunciation of English words. They mispronounce most of English words. Furthermore, the researcher saw that the students had limited vocabulary. It was difficult for them to find the



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right English words when they wanted to indicate what to say. Also, sometimes the students were nervous and afraid of making mistake in speaking English. Those problems make the students do not want to speak English.

Moreover, most students were not enthusiastic in learning English. When students are less interested in learning English, they tend to be passive and not pay attention as well as not to participate in learning activities.

Based on the problems mentioned above and the difficulty in using the target language, retelling short story is one of the recommended techniques which can help language learners in improving their speaking skill and knowledge of vocabulary, grammatical structures, and pronunciation. Therefore, the researcher decided to use retelling short story as a technique in teaching speaking. By retelling story, students will have opportunity to speak English in classroom. Retelling short story helps students improve speaking skill and also increase the students' vocabulary. Furthermore, retelling helps teachers identify the level of students' comprehension of what they read or listen to. In addition, retelling is a common way that many people use as part of their communication.

2. Limitation of the Problems

Based on identification of the problem, researcher limits the problem of the students that is unable to speak English fluently.

3. Formulation of the Problems

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The research conducted in order to find out the answer of problems. Therefore, the researcher specifies the problems discussed in following formulated questions:

- a. How is the students' speaking ability before taught by using retelling story strategy at the eleventh grade in the SMA N 1 Rumbio Jaya?
- b. How is the students' speaking ability after taught by using retelling story strategy at the eleventh grade in the SMA N 1 Rumbio Jaya?
- c. Is there any significant difference between before using retelling story and after using retelling story in their speaking ability students at 11th grade of SMA N 1 Rumbio Jaya?

C. Objective and Significance of the Research**1. Objective of the Research**

The objective of the research is "to find out to the significant difference between before using retelling story and after using retelling story in their speaking ability students at 11th grade of SMA N 1 Rumbio Jaya".

2. Significance of the Research

- a. The research finding is to give the valuable input to the teachers of English as an attempt to improve the ability of students in speaking English.

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- b. The research finding is expected to provide both theoretical and practical benefits for teaching English as foreign English, especially for those who gave great concerns in teaching of speaking English as a foreign language.
- c. Motivating students to improve their proficiency in speaking English, in order to give a chance for students to be master of English.

D. Reason for Choosing the Title

The Researcher is interested in carrying out this research because of some reason:

- a. The research is very interesting to be discussed in order to know the use of retelling story in teaching speaking.
- b. This research is important; it is relevant to the Researcher's status as English education system.
- c. This research is very important to be discussed and it will be valuable contributions for the Researcher particularly and for English teachers generally to be recognized and applied to the students in teaching speaking.
- d. As far as the Researcher is concerned, any other researchers have never researched this title yet.



E. Definition of the Terms

To avoid the misunderstanding and misinterpretation about the title of the research, it is better to define the term used as follows:

1. Speaking ability

Samjai (2015) said that speaking is the ability refers to the skill to verbalize the English language in conversation purposively, speak fluently and communicate effectively, using language structure and vocabulary in the right context, using appropriate pronunciation, and applying the appropriate manner. **Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.**

2. Retelling story

In this research, **retelling is a strategy that is used to determine how well a student has comprehended a specific story. Retelling can be used as an effective tool in improving comprehension as well as assessing it.** Retelling story is the activity by which students work in group retelling a story using their own words, Retelling does not mean memorizing, retelling means recounting the same story into the students' own words. In retelling a story, the students require to think more conceptually. It uses students' own words, so they can develop their vocabulary and grammar. Before the students retell a story, the students have to be able to understand the story well. A storyteller can combine expression and some physical aspects such as eye

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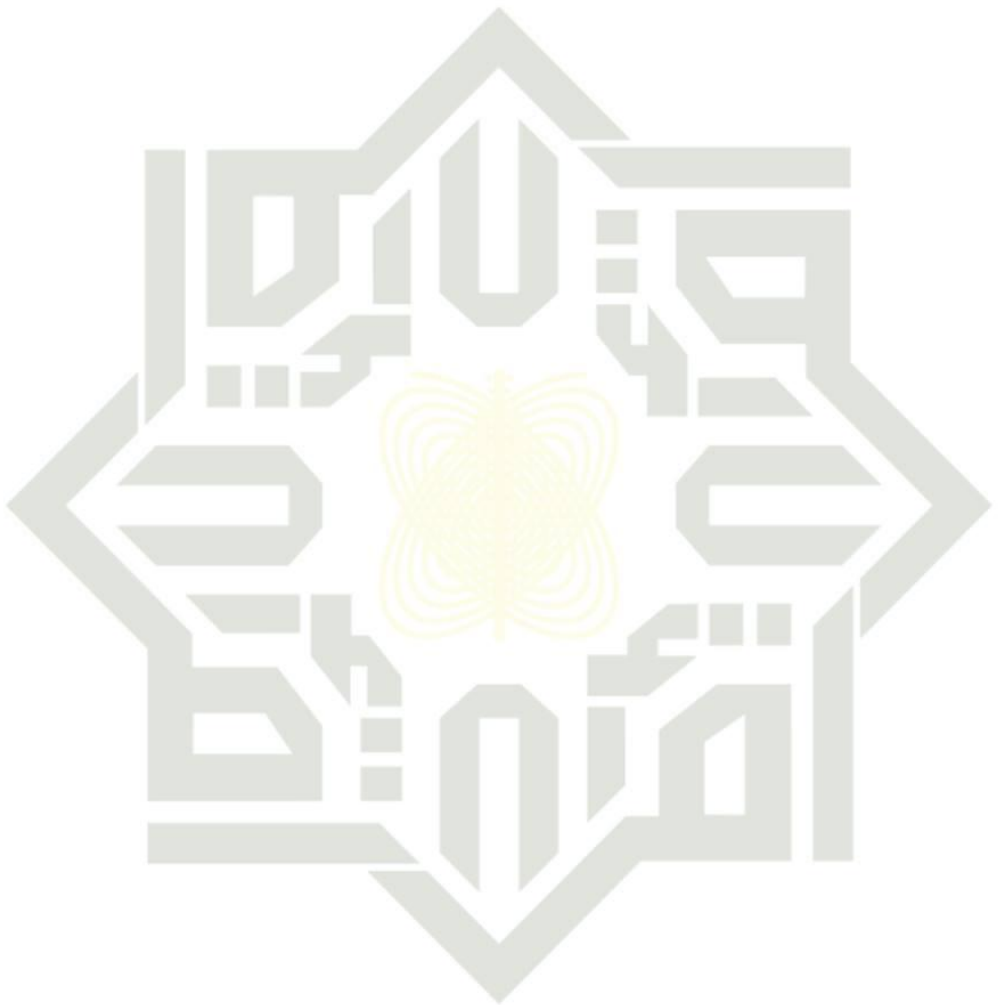
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contact, volume, body movement and hand and arm gestures in retelling a story.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Hornby (1998) defined speaking as a way to express or communicate opinions, feelings and ideas by talking that involving the activities in the part of the speaker as psychological (articulation) and physical (acoustic). Speaking is a tool in communication that involves activities such as the speaker expresses his or her opinion, feelings or ideas. In addition Burk (1998) explain that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of context. According to Harmer (2007, p.284), speaking is the ability to speak fluently presupposes not only knowledge of languages features, but also the ability to process information and language, while Quianthy (1990, p.7) define speaking as process of transmitting ideas and information orally in variety situations. According to Chaney (1998, p.13), speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbol in variety contexts.

So the researcher concludes that speaking is the ability to produce the language and share their ideas.

In language teaching and learning speaking is considered a skill to practice and master. Speaking is including a productive skill because the students need to produce their language. According to Jim Scrivener (2004, p.160) speaking ability to report acts or situation, or the ability to converse or the express sequence of ideas fluently. Kalayo and Fauzan (2007, p.101) state that speaking ability is the measure of knowing language. It means that ability is description of someone who is able to speak grammatically and fluently. They explain that there are three areas of knowledge involved in speaking need to be recognized by the language learners.

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- b. Functions (transaction and interaction)
 - 1) Transaction/ Information exchange is that knowing when clarity of message necessary.
 - 2) Interaction/ Relationship is that knowing when precise understanding is not required.
- c. Social and cultural rules and Norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account, who is speaking, to whom, what circumstance, about what, and for what reasons.

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In conclusion the speaking ability of someone to produce language well it should have the component of speaking, such accent, grammar, vocabulary, fluency, and comprehension

2. The Concept of Teaching Speaking

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading, and writing proportionately. Therefore, the teacher should provide the student with speaking task and give them opportunities to use the target language to communicative with others. According to Harmer (1998, p.88), said that, there are three basic reasons why it is good idea to give students speaking task with provoke them to use all and any language at their comment.

- a. Rehearsal : getting student to have a free discussion, gives them a chance to rehearse having discussion outside the classroom
- b. Feedback: speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problem they are having (that is good reason for ‘boomerang’ lesson); student can also see how easy they find particular kinds of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

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- c. Engagement: good speaking activities can be highly motivating. If all the students are participating fully and if the teacher has set up activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking task (role-playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves.

Good speaking activities can and should be extremely engaging the student. If they all participate, and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. In other word, student will be much more confident speaker if this kind of speaking activation is a regular feature of lesson. Harmer (1998, p.88)

To make speaking work in class is not easy, usually the student do not much of the target language. They only listen all of the teacher explanations.

There are three factors why the student are silent in speaking activity. As Penny (1991,p.121) stated that:

- a. Inhibition. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful or criticism or losing face, or simply shy of the attention that their speech attracts.
- b. Nothing to say when students feel inhibited. We often see students cannot think of anything to say: they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

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- c. Low or uneven participation. Only the participant can talk at a time if he or she is to be heard: and in large group this means that each one will have only little talking time. This problem is compounded by the tendency of some learner to dominate. While other speak very little or not at all.
- d. Mother-tongue use. In classes where all, or a number of, the learners share the same mother-tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to another in a foreign language, and because they feel less 'exposed' if they are speaking their mother-tongue. if they are talking in a small group it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.

3. Component of Speaking

According to Harris (1974) there are five of component of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation.

c. Vocabulary

Vocabulary means the appropriate diction which is used in communication, withouth having sufficient vocabulary. The students can

not communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also barrier that precludes learners from a learning language.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with phonological process that refers to component of grammar made up of the elements and principles that determine how sound in vary and pattern in language.

e. Fluency

Fluency is the ability to write, speak, and read easily, smoothly, and expressively. In other words, the speaker can read, understand, and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability speak fluently and accuracy.

4. Students' Speaking Ability

(Kalayo and Fauzan, 2007 :101) state that speaking ability is the measure of knowing language. It means that ability is description of someone who is able to speak grammatically and fluently.

To know the students' achievement after they are treated by the Silent Way, their speaking skill is measured by using five point scale, or known as FSI (foreign service instate) proficiency collaborated with speaking measurement based on Harris (1969, p.81-82). There are five components



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have rating range from 1-6 with different weighting point (from the lowest to the highest).

The speaking measurement contains of some components elaborated from students proficiency including their pronunciation, grammar, vocabulary, fluency and comprehension. According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form. Having limited

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vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

d) Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can

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read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

5. Teaching Speaking

One of the ways to develop their speaking is by teaching speaking. Teaching speaking is a process of language learning who is teacher give motivation to the students more interesting in speaking skill. In addition, language learning is related to the interaction with other people. It is important to be understood that language is a tool of people to do something and convey information through their word exactly in speaking. Actually as we know that, in language learning, the teacher is a motivator. Who have a lot of motivation to students, but most important are teacher correct students' speaking practice and teacher give feedback to students. Harmer (2001:94)

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states that when student are repeating sentences trying to get their pronunciation exactly right, then the teacher will often correct (appropriately) every time there's a problem. It means that the teacher must attention and listen about students' pronunciation, so teacher can give feedback later.

Furthermore, in learning speaking of course the students have to practice it in every time to make their speaking fluent. On the other hand, it is sometimes considered a simple process (Nunan 2003:48). It means that, in the teaching speaking there is no training to conversation, but it I totally natural. Different of teaching in young children. Scott (2010:33) states that part of the magic of teaching young children a foreign language is their unspoken assumption that the foreign language is just another way of expressing what they want to express, but there are limitation because of their lack of actual language.

Therefore, especially for young children's learning speaking have to practice every time to make their speaking fluently and accurately, and also they are not lack of their actual language.

On the other hand, the teacher also teach the students speak in Second Language by interacting (Kayi 1998). It can be applied in a group, when the students collaborate in groups to achieve a goal or to complete a task. Beside, the students will have the opportunity of communicating with other in the class activity to reach the goal target language.

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6. Goal of Teaching Speaking

The goal of teaching skill is communicative efficiency. It means that learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

7. Definition of Retelling Story

According to Brown and Cambourne (1987), retelling a story means recounting the story in someone's own words. Retelling story requires someone to think more conceptually which is to look at the bigger picture rather than answering the specific questions such as vocabulary and story structure. Retelling a story requires someone to integrate and reconstruct parts of a story; it means that someone not only reveals what they remember, but also what they understand (Gibson et al, 2003, p. 2). Retelling a story is also defined as the simplest oral language in a social context to relate something heard, read, witnessed, dreamt, or experienced (Mallan, 1991, p. 5).

8. The Using of Retelling Story in Teaching Speaking**A. Teacher Preparation**

Based on the study of Brown and Cambourne (as cited in Mowbray, 2010) in retelling story, the function of a teacher is as a tutor. The teacher helps the students to absorb the information and encourage the students to

retell the story. Sometimes the students face the difficulty in understanding about the meaning of the story. The teacher has to help the students by giving some clues related to the story. Dealing with the idea above, Gambrell and Dromsky (as cited in Gibson, 2003, p. 10) stated that there are some tips that should be kept in mind by the teacher to engage students in retelling activities. Those tips are:

- a. Model retelling.
- b. Use predictable texts and/ or familiar stories, such as fairy tales or folktales.
- c. Retell a portion of a familiar text and ask the student to finish the retelling
- d. Ask the students to identify the most important part of the text.
- e. Have the students work with a partner to practice retelling.

In retelling story, the teacher should prompt the students to tell about:

- (1) The topic.
- (2) The main idea.
- (3) The ideas supporting the main idea.

It is important because the teacher can provide more structure to help the students organize the information absorbed, and encourage further retelling through the use of concrete materials. If the students are able to retell the story in sequence, with a beginning, middle, and end, it indicates that the students have a good understanding of the story. The students' answer to the

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teacher's prompts also can indicate the ability of the students to infer the information from the text.

B. Class Preparation

1. Teacher prepares the classroom and all required equipments.
2. Teacher prepares the students' readiness for learning Narrative text

a. Narrative Text

Narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution. According to Lukens (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. The purpose of narrative text is to entertain, to get, and maintain the readers' or listeners' attention to the text.

A narrative text usually contains with features of characters, main character(s), setting, time, problem(s), solution, and a plot (structure). Some authors use plot, structure, or rhetorical step interchangeably. According to Diana (2003), a narrative text usually has description of features and rhetorical steps:

- (1) Plot. The plot answers the questions "What is happening in the story?" and "What is the sequence of events?"
- (2) Characters. Characterization addresses the questions "Who are these people?" and "Are they believable?"



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- (3) Setting. Setting informs the reader of where the story is taking place. It answers the questions “Where am I?” and “What will I see if I walk around here?”.

Additionally, Anderson and Anderson (2003) state that narrative usually include the following grammatical features:

- (1) Nouns that identify the specific characters and places in the story.
- (2) Adjectives that provide accurate description of the characters and setting.
- (3) Time words that connect events to tell when they occur.
- (4) Verbs that show the actions that occur in the story.

The generic structure of a narrative text:

- (1) Orientation: Sets the scene and introduces the participants. It answers questions: who, what, when, where.
- (2) Complication: A crisis arises. It tells the problems of the story and how the main characters solve them.
- (3) Resolution: The crisis is resolved, for better or worse.
- (4) Re-orientation: The moral message of the story.
- (5) Evaluation: A stepping back to evaluate the plight.

b. Procedures

The writer used Story Text in teaching speaking. According to Alan Mathews (1971) in Irawan (2016), there are some general procedure in teaching speaking.



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1. Language input, this will often mean the presentation and practice stage in the teaching of a language item, which is now to be practiced within a freer framework. It may also mean the pre-teaching of the vocabulary and/or other language considered useful for the context has been set.
2. Setting of context, this should be done to help the students to appreciate fully the situation, in which they will retell the text.
3. Allocation of performance, the teacher should decide this, otherwise, if the vice is thrown open to volunteers, the extrovert students will always get best chance.
4. Statement of aim(s), this is vital because it gives students a concrete result to aim for, in retelling the story and those provides motivation and presents the activity fizzing cut. It also provides a clean-cut result to discuss in the report phases.
5. Familiarization with the characters, this can take form of reading the text or students' discussion.
6. Demonstration, it is advisable to choose the best students to do this, as they can provide a good model.
7. Report work, this will concern how the different groups reach their aim(s). Example, what decision each group made, etc. This is an important phase because the students are usually interested in comparing the decision with this of other groups. It also gives



the students opportunity to talk about the problem they had and it round of the activity beware however of making the stage unduly long to fifteen pairs of students reporting back in turn would clearly be tedious.

In implementing the retelling short story technique, it is important to look at the procedures. According to Irawan (2016), the procedure of teaching speaking in the class is divided into three terms, there are Pre-activity, While-activity and Post-activity.

(1)Pre Activity

- (a) Teacher greets the students
- (b) Teacher introduces the topic that will be given in the treatment
- (c) Teacher explains the material and introduces the technique.

(2)While Activity

- (a) The teacher distributes the text to each student.
- (b) The teacher gives the students a few minute to read the text and work out the question in the text.
- (c) The teacher asks the students if they have some difficult words.
- (d) The teacher gives an example how to retell the story in the class.
- (e) The teacher asks the students to retell the text in front of the class.
- (f) The teacher controls the class in order to be conducive situation.
- (g) The teacher asks the students some questions orally

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(3)Post Activity

- a) The teacher concludes the lesson
- b) The teacher gives comment and explain necessary thing, such as wrong pronunciation, wrong grammatical use, intonation and gesture.
- c) The teacher provides a change to ask question and answer them.

9. Using Retelling Story to Improve Speaking Ability

Pardede (2011) state that short story can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, roleplaying, reenactment, and discussion are some effective learning activities which center on a short story EFL classes can use for enhancing these two skills. Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also leads to improving pronunciation.

According to Koskinen (1988) retelling requires the reader to organize text information in order to provide a personal rendition of it. It has been found to significantly improve story comprehension, sense of story structure, and oral complexity. As a comprehension strategy, retelling:

- a) Encourages reader to attend the meaning of the text.
- b) Reinforces elements of story structure such as, characters, setting, and plot.
- c) Requires readers to distinguish between key ideas and supporting details.

- d) Encourages communication and oral language development.

Storytelling is an important way that can be applied to provoke the result of learners' learning. From the two points of view above, it can be understood that through storytelling, both of teacher and learners can obtain benefit (Miller & Pennycuff, 2008).

The teacher benefits of trying to organize their way in uttering sentences logically. This means that the teacher effortfully to sequentially tell the story to be understood by learners. In the same way, the learners also get many benefits of telling stories. Jalongo (1992) explains that the teacher effort in sharing stories to the children is essential part of their growth in literacy because stories

- a. Increase children knowledge and understanding of others races and beliefs,
- b. Introduce children to a wider range of story sharing experiences,
- c. Stimulates children imagination,
- d. Expand vocabularies and provide children with good models of usage, enunciation, and pronunciation,
- e. Encourage children to listen, concentrate, and follow event structured material,
- f. Challenge assumption and introduce new ideas in a nonthreatening way,
- g. Develop children' thinking skill,

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- h. Increase the children appropriation of literature and reinforce cultural values.

B. Relevant Research

According to Syafi'i (2011,p.122). Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to research itself. The researcher use relevant research as references and guidance. There are several relevant researches which have relevancies to speaking area.

1. Ridho Susilo, Rismaya Marbun, Sy.Husin, are the researcher from Pontianak who were conducted a research about “*The Use of Retelling Story to Improve Students’ Ability in Speaking.*” This research was concerned to know the effectiveness of retelling story in improving students’ ability in speaking to the eighth grade students of SMP PGRI 4 Pontianak. The researcher found students have limitations in speaking English because students are not accustomed to speaking in English. One of the reason is the teachers do not provide enough opportunities for students to practice speaking. Retelling story is conveying events in words, images and sounds, often by improvisation. This technique can help teacher provide opportunities for students to practice. The method of this research was pre-experimental research. The researcher measured the improvement of students’ speaking ability by collecting the data through performance test. The result of the mean score of the students’ pre-test was 63.28. While the students’ mean score of post-test after the treatment

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was 73.20. In addition, based on the computation of test was higher than t-table ($3.92 > 2.063$). It showed that the alternative hypothesis was accepted and the null hypothesis was rejected. In other words, retelling story in improving students' ability in speaking is effective.

2. Jessica Novia, was the university student from Pontianak who was conducted a research with the title "*Retelling Short Story to Improve Students' Speaking Skill*". This study is aimed to investigate whether or not the use of retelling short story improves the students' speaking skill and to find out the effect size of the improvement of students' speaking skill after being taught using retelling short story of the tenth grade students of SMA Santun Untan Pontianak. The form of this research is pre-experimental study with one group pre-test post-test design. The population of this research is the tenth grade students of SMA Santun Untan Pontianak, while the sample is class X B that consists of 24 students. The research findings show that the mean score of pre-test is 56,04 while the mean score of post-test is 61,46. It shows that retelling short story improves the students' speaking skill. The result of the research shows that ttest is higher than t-critical the value is $8,34 > 2.069$ it means that the alternative hypothesis (H_a) is accepted. It can be concluded that there is a highly significant effect of retelling short story to improve students' speaking skill on the tenth grade students of SMA Santun Untan Pontianak.

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3. Mukminatus Zuhriyah, is a lecturer from UNHASY who was conducted a research about “Storytelling to Improve Students’ Speaking Skill”. This research was a collaborative classroom action research whose main purpose was to know whether or not storytelling could improve the students’ speaking skill. Meanwhile, the specific purposes consisted of describing: (1) the lecturer’s activities, (2) the students’ activities, and (3) the students’ responses when storytelling was applied in the speaking class. The subjects were 23 students of class N of the second semester of Intensive English Program of Hasyim Asy’ari University (UNHASY) Tebuireng Jombang in the academic year of 2016/2017. The data of this research were got from the observations done by the collaborator and the speaking test. The result showed that there was an improvement on students’ speaking skill after the implementation of storytelling. The speaking test result in cycle two explained that the students’ speaking aspects got good progress. Storytelling improved their comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling could improve students’ speaking skill.
4. Darwisyah Irwan D, based on journal entitled “The Effect of Retelling Story Towards Students’ Speaking Ability”. There are some problems in speaking class of MA Al-Asy’ariyah Bandar Lampung when the writer did the preliminary research. They get difficulty to express their ideas in English. They were reluctant to express or communicate in English. They were rarely practicing speaking. They were not motivated to practice speaking. They also

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feel bored with teaching learning process. The objective of this research is to know the implementation of retelling story in teaching speaking towards students' speaking skill at the first semester of eleventh class of MA Al-Asy'ariyah Bandar Lampung. In conducting the research, the writer used experimental method and the populating of this research were 28 students at the first semester of the eleventh class at MA AlAsy'ariyah Bandar Lampung 2011/2012. In this research the writer used pre test and post test the sample of these research 28 students. In taking the sample the writer used total sampling technique, it involved one class. In the data collecting technique the writer used speaking test by using retelling story. After analyzing the data by using t test formula, it was found that $t \text{ ratio} > t \text{ table}$ with significant level 5% that $3,82 > 2,00$. It means that $t \text{ rasion} > t \text{ table}$, so there is the significant students speaking skill.

In conclusion, these researches were relevant to the research. Because these researches are about investigating students' effect of using retelling story in improving students speaking ability.

C Operational Concept

Operational concept is the main element to avoid misunderstanding and misinterpreting in a specific study as a concept, still operated in abstract from the research planning interpreted in to particular words in order to be easy to measure. According to Syafi'i (2016) operational concepts are derived from related theoretical

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concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper. This research is about the use of retelling story to improve students' speaking ability.

There are two variables in this research. X variable is retelling story the researcher took from Irawan (2016), the procedure of teaching speaking in the class is divided into three terms, there are Pre-activity, While-activity and Post-activity.

(4)Pre Activity

- (a) Teacher greets the students
- (b) Teacher introduces the topic that will be given in the treatment
- (c) Teacher explains the material and introduces the technique.

(5)While Activity

- (a) The teacher distributes the text to each student.
- (b) The teacher gives the students a few minute to read the text and work out the question in the text.
- (c) The teacher asks the students if they have some difficult words.
- (d) The teacher gives an example how to retell the story in the class.
- (e) The teacher asks the students to retell the text in front of the class.
- (f) The teacher controls the class in order to be conducive situation.
- (g) The teacher asks the students some questions orally

(6)Post Activity

- d) The teacher concludes the lesson

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- e) The teacher gives comment and explain necessary thing, such as wrong pronunciation, wrong grammatical use, intonation and gesture.
- f) The teacher provides a change to ask question and answer them.

To measure the students' speaking ability as the variable Y, the researcher used the indicator and rubric from Harris (1974), he mentioned there are five of component of speaking skill concerned the indicators of speaking ability:

a. Pronunciation

Level	Criteria
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted native speakers.

b. Grammar

Level	Criteria
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5	Equivalent to that of an educated native speaker.

c. Vocabulary

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Level	Criteria
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that rarely has to grope for a word.
4	Can understand and participate in any conversation with in the range of his experience with a high degree of precision of vocabulary.
5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

d. Fluency

Level	Criteria
1	No specific fluency description. Refer to other four language areas for implied level of fluency.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
3	Can discuss particular interests of competence with reasonable ease. Rarely has grope for words.
4	Able to use the language fluently in all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

e. Comprehension

Level	Criteria
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech. Repetition or paraphrase.
2	Can get the gist of most conversations of non-technical subjects.
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker

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D. Assumption

The researcher would like to assume that the students' speaking ability was various and it can be improved by using retelling story.

E. Hypothesis

Ha : There is significant difference of speaking ability between before using retelling story and after using retelling story on students at SMA N 1 Rumbio Jaya.

Ho : There is no significant difference of speaking ability between before using retelling story and after using retelling story on students at SMA N 1 Rumbio Jaya.

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CHAPTER III

METHODS OF THE RESEARCH

A. Design of the Research

This research is an experimental research. Based on what Cresswell said that we use experimental research when we want to establish possible cause and effect between our independent and dependent variables (Cresswell, 2012). In this research the researcher used Quantitative research. The research design is pre-experimental research. Fraenkel and Wallen (2012) said that an experimental research is the most conclusive and scientific methods because the researcher actually establish different treatments and then studies their effect. The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested. At its simplest, the experiment involves making a change in the value of one variable –called the independent variable– and observing the effect that change on another variable –called the dependent variable. Independent variable is the label given to the variable that the experimenter expects to influence the other. And dependent variable is the variable upon which the independent variable is acting. Fraenkel and Wallen (2012) states that the one-group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before.

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Based on the discussion above, this research was conducted as the experimental research which is one group pre-test and post-test, where this research needs one class as one group and do the pre-test and post-test on that group. This research consists of two variables and one group. Those two variables are before taught using Retelling story as independent variable and after taught using Retelling story as dependent variable. This group is in one class. The class will give the pre-test, post-test and treatment. Below is the illustration of the design of this study: A diagram of this design is as follows:

The pretest-posttest groups design figures:

Table III.I
Research Design

	Pre-test	Treatment	Post-test
R	O1	X	O2

Where:

R : Random class

X : Treatment

O1 : Pre-test of the experimental class

O2 : Post-test of the experimental class

B. Reason of Choosing the Research Sites

The researcher finds most students at 11th grade of SMA N 1 Rumbio Jaya have difficulty in speaking. In fact, the teacher has taught the students by

some ways, such as teacher taught students by telling their ideas in front of the class, talking with their friends about some topic and tell what they think about that topic.

Based on statement above, teacher has been taught maximally, but some of students still have problems and difficulties in speaking. Speaking is not easy for students, especially for students in Indonesia where English is learned as a foreign language because English is not used in daily communication. So, it is more difficult to master speaking English. As a result Speaking of students is still weak. Thus, the researcher decides to choose this school as a place to conduct the study

C. The Location and the time of the Research

This study is conducted at SMA N 1 Rumbio Jaya. The school is located at Rumbio Jaya, district of Kampar – Riau Province. This school is chosen as the field of the study based on the writer has graduated, therefore he knows the condition of this school, and he can identify the problems faced by students in learning speaking. After identifying the problems, he suggests to apply suitable technique to improve students' ability in speaking for better quality of the school as well qualified students. The writer selects the second year of XI MIPA 1 Class which consists of 30 total number students in the 2020/2021 academic year as the subjects of the study.

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D. The Population and the Sample of the Research

The Population of this research is the 11th Grade of SMA N 1 Rumbio Jaya. The total population is 180 students that consist of 6 classes.

Table III.2

The Total Population of the 11th Grade of SMA N 1 Rumbio Jaya

No.	Class	Total Students' population	Total Students' Sample
1	XI A	30	30
2	XI B	30	-
3	XI C	30	-
4	XI D	30	-
5	XI E	30	-
6	XI F	30	-
Total		180	30

According to Arikunto (2010) sample is small proportion of a population selected for observation and analysis. From the statement above the writer can conclude that the sample the large numbers that is population and the group that is investigate is sample. In this research, the samples were taken by using cluster random sampling. In doing the research, researcher got one class as the sample, XI MIPA 1 class consist of 30 students. The writer took each class 30 students at XI MIPA 1 class. Because of the Covid-19 issue, the school only gives the researcher 1 class to be the sample of the research. But, the researcher has given the opportunity from the school to choose the class randomly.



E. Validity and Reliability of the Instrument

1. Validity of the Test

In order to know the validity of the speaking test, the researcher used content validity. Guion (1977) supported Messick's (1975) contention that concerns of test content should not be denoted "validity", and recommended the terms "content representativeness" and "content relevance" for describing a test's congruence to the domain tested. Content representativeness referred to how well the test content sampled the universe of content and how well the response options sampled the universe of response behaviors. Content relevance referred to the congruence between the test content and the purpose of the testing. Thus the test is given based on the material study by the students. The material of the test is taken from the textbook used by the 11th grade of SMA N 1 Rumbio Jaya.

2. Reliability of the Test

Reliability is the degree to which a test consistently measures whatever it is measuring (Gay, 2000: 169). The testing of the students' speaking ability has to have reliability in order to get the same scores obtained when the test done are more than once.

There are five types of reliability, stability,

equivalence, and stability, internal consistency and rater agreement. In this research, the researcher used rater agreement in order to know the reliability of the speaking ability test. According to Porte (2002:237), rater

agreement between two or more raters, and indicates the extent to which the raters assess by using the instrument in the same way.

F. Technique of the Data Collection

In this research, the researcher gave pre-test and post-test for every group. The test will be explained as follows:

a. Speaking test

Bachman (2004) defines a test as “a measurement instrument designed to elicit a specific sample of an individual’s behavior, a test necessarily quantifies characteristics of individuals according to explicit procedures. So the researcher will conduct the speaking test to the students as the pretest and posttest for measuring the speaking ability. Because of the Covid-19 issue, the test will conduct with online classroom, where the researcher will record the audio for every student.

b. Observation Checklist

According to Marshall and Rossman (1989), in Kawulich (2005), observation is "the systematic description of events, behaviors, and artifacts in the social setting chosen for study". Furthermore, Airasian and Gay (2000) said that there are many kinds of observations. There are two kinds are the participant observer and nonparticipant observer. The observer can be a participant observer who engages fully in the activities being studied but is known to

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the participant as a researcher. While, the nonparticipant observer is observer who watches, but does not participate. He also added that the observer should have a field notes. It is the observer's record of what he or she has seen, heard, experienced, and thought about during an observation session.

In this research, the researcher involved the nonparticipant observer that is the teacher of English at Senior SMA N 1 Rumbio Jaya. The criteria of observation is from Irawan (2016) based on the steps of retelling story strategy. After observing is finished during the research, the field notes had written by the observer.

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Table III. 3

Observation Checklist

No	Observation	Yes	No
1	The teacher invites students to Intention and Motivation One's success depends on one's intention to make every effort and hard work to achieve success.		
2	Teacher teaches the students about the story that the goal of the lesson is speaking ability.		
3	The teacher asks to the students about the materials.		
4	Teacher explains the students what they have to do while hearing the story, those are: remembering the vocabulary, repeating the pronunciation, and answering the questions about their vocabulary.		
5	Teacher lets the students hear the story.		
6	Teacher stops telling and asks the meaning of the vocabulary in Indonesian language, and then asks them to remember it.		
7	Teacher checks the students' understanding of the vocabulary from the retelling story, then ask students to note it.		
8	Teacher checks and corrects the student's pronunciation.		
9	The students will do retelling about the story they have heard		
10	Teacher explains the students what they have to do while hearing the story, those are: remembering the vocabulary, repeating the pronunciation, and answering the questions about their vocabulary.		
11	Teacher lets the students hear the story.		
12	Teacher says will come to students' mind and they will do it without pressure.		
13	Teacher gives the compliment, and the compliment will encourage them to do more and better.		

Irawan (2016)

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G. Technique of the Data Analysis

1. Normality of the Data

Before analyzing the data by using T-test formula, the researcher has to find out the normality test of the data. In this research, the researcher uses SPSS. In analyzing the normality of the data, the researcher uses students' post test score of experimental class and control class.

2. Homogeneity of the Data

According to Siregar (2013:167), the purpose of the homogeneity test is to know whether the object of the research has the same variance or not. The method used in this test is comparing the biggest variance with the smallest one. In analyzing the homogeneity of the data, the researcher uses students' pre-test score of experimental class.

3. Analysis of the Data

In analyzing the data, the researcher used students pretest and post-test score in experimental class. This score is analyzed statistically. In this research the researcher used this formula:

a. Paired sample T-Test

Kadir (2016) said that to know the significant different before using and after using the strategy the researcher will use Paired Sample T-Test and to make easy the researcher use SPSS 16.0 version. After collecting the data, the writer analyzed them by using statistical analysis in SPSS. The

researcher gets the score of Speaking ability test in pre-test and post-test. After that the researcher use pair sample T-Test. Statistically, the hypotheses are formulated as:

$$H_0 : t_0 < t_t$$

$$H_a : t_0 \geq t_t$$

b. Assessment of speaking

In this research, the speaking is evaluated by concerning five components that should be considered in giving students' speaking ability score. According to Harris (1974), in assessing speaking, there are five components that should be considered in giving students' speaking ability score. Every component have five levels and criteria. It can be seen on the following table below:

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Table III.4
Speaking Assessment

a. Pronunciation		Criteria
1	Level 1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Level 2	Accent is intelligible though often quite faulty.
3	Level 3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Level 4	Errors in pronunciation are quite rare.
5	Level 5	Equivalent to and fully accepted native speakers.
b. Grammar		Criteria
1	Level 1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Level 2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Level 3	Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.
4	Level 4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5	Level 5	Equivalent to that of an educated native speaker.
c. Vocabulary		Criteria
1	Level 1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Level 2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
3	Level 3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that rarely has to grope for a word.
4	Level 4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Level 5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
d. Fluency		Criteria
1	Level 1	No specific fluency description. Refer to other four language areas for implied level of fluency.
2	Level 2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
3	Level 3	Can discuss particular interests of competence with reasonable ease. Rarely has grope for words.
4	Level 4	Able to use the language fluently in all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
5	Level 5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
e. Comprehension		Criteria
1	Level 1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech. Repetition or paraphrase.
2	Level 2	Can get the gist of most conversations of non-technical subjects.
3	Level 3	Comprehension is quite complete at a normal rate of speech.
4	Level 4	Can understand any conversation within the range of his experience.
5	Level 5	Equivalent to that of an educated native speaker

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The speaking result is evaluated by concerning five components of speaking assessment above. The score of each level in every component is 4. The highest score for all calculated components is 100. So, the highest score for each of the components is 20. It can be seen on the following table below:

Table III.5

The Specification of the Test

No	Components of Speaking	The highest score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

Harris (1974)

Next, to know the students' score of speaking ability higher or lower, the researcher uses the classification score from Arikunto (2010) as the judgement score from the rubric of speaking. The students' speaking ability is recorded and assessed by two raters, then it is measured by using oral language scoring rubric which is adopted from Harris (1974).

In order to analyze students' ability in speaking, the data could be categorized from the high score until the low score. The researcher used speaking test. Then the data were calculated through percentage by using the criteria as follows (Riduwan 2002).

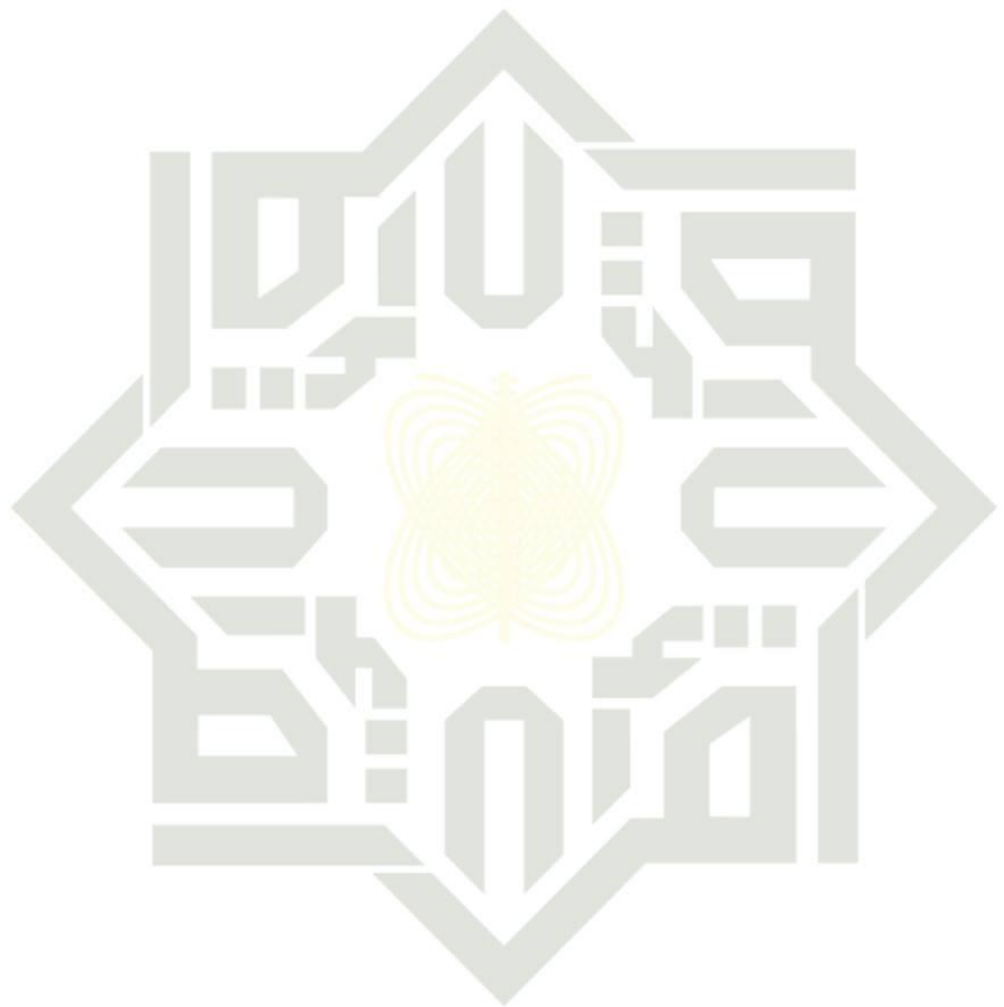
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Table IV.1
Criteria of Interpretation Score

Score	Criteria
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Average
61% - 80%	Good
81% - 100%	Excellent



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CHAPTER V

CONCLUSION AND SUGGESTION

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A **Research Conclusion**

By referring to the data analysis in Chapter IV, the researcher depicts the conclusions as follows.

1. There are 30 students in the experimental class. The table shows the student who gets 40 is 6 student (20%), the students who get 45 are 6 students (20%), the students who get 50 are 2 students (6.7%), and the student who gets 60 are 10 student (33.3%), the students who get 65 are 2 students (6.7%) and the last, the students who get 70 are 4 students (13.3%). The students' speaking ability at SMA N 1 Rumbio Jaya Kampar before taught by using retelling story can be seen that the total score of students; speaking ability at 11th grade of SMA N 1 Rumbio Jaya before taught by using retelling story as a pre-test is 1620, where the mean score of the pre-test is 54 and the criteria is average.
2. There are 30 students in the experimental class. The table shows the students who get 60 are 3 students (10%), the students who get 65 are 3 students (10%), the students who get 70 are 5 students (16.7%), the students who get 75 were 4 students (13.3%), the students who get 80 are 6 students (20%), the students who get 85 are 7 students (23.3%), and the students who get 90 are 2 students (6.7%). The students' speaking ability after using

retelling story at 11th grade of SMA N 1 Rumbio Jaya can be seen that the total score of the students' speaking ability after using retelling story at 11th grade of SMA N 1 Rumbio Jaya as a post-test is 2280, where the mean score of the post-test is 76 and the criteria is good.

3. Based on the research findings, the researcher found that the data shows the significant 2-tailed is 0.000, it means that less than 0.05. in according to Pallant (2011, p.242) state that if the significant 2 tailed colomn is less or equal tan 0.05, there is a significant difference in the mean score on your dependent variable for each tests, but if the significant 2 tailed is above 0.05, there is no significant difference between two tests. Therefore, it can be concluded that the null hypotheses (H_o) is rejected, while the alternative hypotheses (H_a) is accepted. It is found that there is a significant effect between **the students' speaking ability before taught by using retelling story and after taught by using retelling story at 11th grade of SMA N 1 Rumbio Jaya.**

B. Suggestion

On this occasion, the researcher suggests to those who get some benefits from this research.

1. Suggestion for English teachers:
 - a. The teachers of English at SMA N 1 Rumbio Jaya Kampar should use the effective strategies in teaching students. In teaching reading

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comprehension, the researcher suggests the teachers to use Retelling story because it can improve students' reading comprehension.

- b. Teachers should give much more responsibilities to students and focus the learning process on them. The more students responsible on their own job, the more they could finish the job well, because their own successful would be in their own hands.
 - c. English teachers should habituate English communication with students, whether in the classroom or on every opportunity they could afford. Students must be accustomed to read English language to achieve good readers predicate.
2. Suggestions for students:
- a. Students should be interested in studying English and know the benefits of English language for their future.
 - b. The ninth grade students of SMA N 1 Rumbio Jaya Kampar should study and practice reading harder in order to improve their reading comprehension particularly after being taught by using retelling story.
 - c. Students should challenge themselves in learning and doing the tasks.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA 1 Rumbio Jaya
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI MIPA / Genap
 Materi Pokok : Narrative text
 Alokasi Waktu : 120 Menit (3 x pertemuan)

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran melalui pendekatan saintifik, peserta didik diharapkan dapat mengidentifikasi, membedakan, menarik pesan singkat serta dapat menceritakan kembali teks narrative yang sudah dipilih oleh peserta didik dengan benar dan penuh tanggungjawab.

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran	
Mengajukan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : <i>Narrative Text</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Chapter XIII : We got a lot of histories</i> dengan cara melihat, mengamati, membaca
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk membaca terlebih dahulu teks narrative yang sudah di persiapkan oleh gur dengan beberapa judul.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mencoba menceritakan kembali teks narrative yang sudah dipilih tersebut.
Communication	Peserta didik menceritakan kembali teks narrative yang sudah dipilih kedepan kelas.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Chapter XIII : We got a lot of histories</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
<ul style="list-style-type: none"> <input type="checkbox"/> Peserta didik dan guru merefleksi kegiatan pembelajaran. <input type="checkbox"/> Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran. <input type="checkbox"/> Guru Memberikan penghargaan(misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik. <input type="checkbox"/> Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. <input type="checkbox"/> Guru menyampaikan materi pembelajaran berikutnya. <input type="checkbox"/> Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa. 	

C. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes lisan dan tes tulis bentuk uraian
3. Penilaian Keterampilan: Praktek/Rubrik

Mengetahui,
 Kepala Sekolah

Guru Mabel

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TIMUN MAS

Long time ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children.

Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Mas. The farmers were happy.

Timun Mas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Mas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Mas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Mas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Mas several bamboo needles, seeds of cucumber, dressing and salt.

Timun, take these things"

"What are these things?"

"These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!"

Timun Mas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Mas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Mas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Mas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Mas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Mas could run farther. Buta Ijo chased her again. When he almost catch her again and again Timun Mas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Mas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Mas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Mas was thankful to god and came back to her home.

Narrative Text – The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a lesung, a big wooden mortar for pounding rice. She reminded him; "Please remember, if there is a flood you must save yourself. Use this lesung; as a boat!"

The little boy was happy and thanked the old woman. He continued his journey. While he was passing through the village he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the lesung, as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

The Legend Of Prambanan Temple

Once there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose



demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I thought. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple.

The princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now the thousandth temple is you!"

At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away into the farm land. From then, people called the temple, Prambanan Temple, and the Princess statue, Rara Jonggrang statue.

The Legend of Tangkuban Perahu Mountain

Once there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.



SPEAKING TEST GUIDELINES

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1. Researcher greets the students and creates warm situation.
 2. Researcher explains the aims for conducting the meeting for today.
 3. Researcher explains what will the students do.
 4. Researcher gives the main theme for speaking is narrative story.
 5. Researcher gives a topic of narrative story that they will tell. The title is Pinocchio
 6. Researcher also tells about the speaking task today will not influence the students' score and also the researcher will record what they say.
 7. Researcher gives time to the students to prepare about 5-10 minutes.
 8. The students speak in front of the class about 5-10 minutes.
 9. Researcher rates the speaking by giving to the raters with the following speaking rubric below.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PRETEST SCORING LIST

Students	Fluency	Pronunciation	Grammar	Comprehension	Total	Score
Student 1	3	3	3	3	12	60
Student 2	2	2	2	3	9	45
Student 3	3	3	3	3	12	60
Student 4	3	3	3	3	12	60
Student 5	5	3	3	3	14	70
Student 6	3	2	2	2	9	45
Student 7	3	2	2	2	9	45
Student 8	4	2	3	3	12	60
Student 9	3	2	3	4	12	60
Student 10	2	2	2	2	8	40
Student 11	3	3	4	3	13	65
Student 12	3	3	4	4	14	70
Student 13	3	3	2	2	10	50
Student 14	2	2	2	2	8	40
Student 15	2	2	2	2	8	40
Student 16	2	3	3	4	12	60
Student 17	3	2	2	2	9	45
Student 18	4	3	3	2	12	60
Student 19	3	3	3	3	12	60
Student 20	4	3	3	4	14	70
Student 21	3	2	2	2	9	45
Student 22	3	2	2	2	9	45
Student 23	4	2	3	3	12	60
Student 24	3	2	3	4	12	60
Student 25	2	2	2	2	8	40
Student 26	3	3	4	3	13	65
Student 27	3	3	4	4	14	70
Student 28	3	3	2	2	10	50
Student 29	2	2	2	2	8	40
Student 30	2	2	2	2	8	40

Rater II

Rizky Ayu Pramudya Trahing Galih, M.Pd



POSTTEST SCORING LIST

Students	Fluency	Pronunciation	Grammar	Comprehension	Total	Score
Student 1	4	3	4	5	16	80
Student 2	3	3	3	3	12	60
Student 3	5	4	4	4	17	85
Student 4	5	3	4	2	14	70
Student 5	4	3	4	4	15	75
Student 6	3	3	3	4	13	65
Student 7	3	3	3	3	12	60
Student 8	4	4	3	4	15	75
Student 9	5	3	4	4	16	80
Student 10	4	3	2	4	13	65
Student 11	4	3	3	4	14	70
Student 12	4	3	2	3	12	60
Student 13	4	3	4	4	15	75
Student 14	5	3	4	4	16	80
Student 15	5	3	4	5	17	85
Student 16	4	4	3	4	15	75
Student 17	5	4	4	4	17	85
Student 18	4	5	4	4	17	85
Student 19	4	4	4	4	16	80
Student 20	4	3	3	4	14	70
Student 21	4	4	3	3	14	70
Student 22	4	5	4	4	17	85
Student 23	4	5	5	4	18	90
Student 24	4	4	5	4	17	85
Student 25	4	4	5	4	17	85
Student 26	4	4	4	4	16	80
Student 27	4	5	4	5	18	90
Student 28	4	3	3	4	14	70
Student 29	4	5	4	3	16	80
Student 30	3	3	4	3	13	65

Rater II

Rizky Ayu Pramudva Trahing Galih, M.Pd

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CURRICULUM VITAE



Azmi Mulya was born on July 13th, 1996 in Air Tiris. He is the second of two childrens of beloved couple Mutasar and Suharmita. He comes from Petapahan, He lives at Petapahan. He has finished his study at State Elementary School 004 Petapahan in 2008. After that in 2008, he continued his study at Junior High School 3 Tapung and finished in 2011. Then, in 2011, he continued his study at Riau Vocational High School for Integrated Agriculture and finished it in 2014. Next, in 2014, he continued his study at State Islamic University of Sultan Syarif Kasim Riau and finished it in 2021, precisely on August 9th 2020.

In finishing his study at the University to fulfill the requirements for Undergraduate Degree in English Education, He conducted a research from June 2021 by the thesis entitled *“The Effect of Using Retelling a Story in Their Speaking Ability Students at 11th Grade in SMA N 1 Rumbio Jaya”*.

Then, his thesis was finally accepted and approved by the final examination committee for the award of Undergraduate Degree of Education on August 9th 2021 after he successfully passed in the final examination. He finish his study with IPK 3.19 and appropriate to get Undergraduate Degree (S.Pd.)

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