RETELLING RECOUNT STORIES BY USING PICTURE SERIES IN IMPROVING STUDENTS' SPEAKING SKILL

AN ARTICLE

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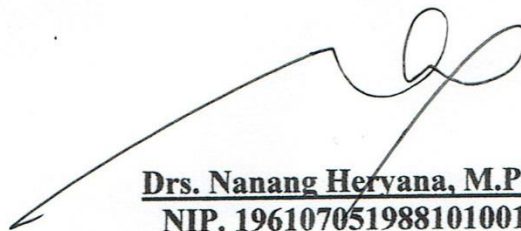Drs. Syarif Husin, M.Pd
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Abstract
The aim of this research was to know how retelling stories by using picture series improved students' speaking skill at the tenth grade students in Class X IPA 1 of SMAN 5 Pontianak in academic year 2017/2018. The research was conducted through Classroom Action Research in three cycles. The subjects of this research were the tenth grade English teacher and 36 students in class X IPA 1. The researcher used observation checklist, field note and speaking performance test as tools to collect the data. The result showed that presenting the materials and modelling retelling stories by using picture series improved students' ability in using appropriate vocabulary, in using correct simple past tense and in using correct pronunciation. Modelling retelling stories by using picture series improved students' ability in reducing pauses and hesitation as they learnt the model to speak fluently. Moreover, presenting the materials, presenting the picture series and modelling retelling stories by using picture series improved students' activeness, students' confidence, students' enthusiasm, and students' interest. In conclusion, retelling recount stories by using picture series improved students' speaking skill.

Keywords: Retelling Stories, Picture Series, Speaking Skill.

INTRODUCTION

Speaking is one of the abilities in expressing ideas and feelings in oral communication by using the languages. Bailey (2005, p.48) stated that "speaking is the productive aural or oral skill. It consists of producing systematic verbal utterances to convey meaning". Speaking is a productive language skill in communication which is integrated together with the other language skills such as listening, writing and reading even with the grammatical, pronunciation, and vocabulary. As an oral skill, speaking is fundamental to human communication. So, speaking is the important skill for the students in communicating with other people around them.

Based on interviewing a tenth grade English teacher and classroom observation at tenth grade teacher and students of class X

IPA 1 while conducting teaching practice in SMAN 5 Pontianak, it was found that many students in class X IPA 1 of SMAN 5 Pontianak had the problems in speaking. The teacher said that the students were not able to speak properly because they had limited vocabulary, they got difficulties in using the correct past tense, and they had many mistakes in pronouncing the English words. They also spoke with many pauses and hesitation when the teacher asked them to share their ideas. When the researcher observed the class during the English lesson, she found that most of the students were passive and uninterested when the teacher asked the students to share their ideas about a topic of the first material in their book by pointing the students one by one. They were shy and afraid of making mistakes when they want to share their ideas. Thus, they spoke

with many pauses and hesitation. Moreover, many students were not confident when the teacher asked them to speak in front of their class.

Based on the observation and discussion between the teacher and the researcher, it was found that the teacher already applied some techniques to make the students speak up, namely through group work (in pair), discussion, and asked them to perform dialog or asked them to retell the stories which are available in their book. The teacher just asked the students to memorize the stories, she did not asked them to use their own word in retelling the stories. However, the students were not able to use appropriate vocabulary, correct simple past tense, and correct pronunciation. They also still spoke with many pauses and hesitation. Therefore, the teacher needed to apply other appropriate technique to overcome those problems.

In order to solve the problems and to improve students' speaking skill, the researcher offered the teacher to use retelling stories as teaching technique and picture series as teaching media. Retelling stories by using picture series could stimulate the students to speak because the students had a guidance in their speaking. Joklova (2009, p.19) stated that "the picture is used in a more meaningful and real life communicative way than being just displayed for students to say what they can actually see". Harmer (2007) claimed that the teacher can encourage the students to produce oral skill by showing them a series of pictures, miming a story, or playing them a tape with a series of sounds. Therefore, the researcher was interested to offer retelling stories by using pictures series to the teacher in teaching speaking.

Retelling stories by using picture series was expected to solve the problems of the students in speaking ability especially in using the appropriate vocabulary, correct past tense, good pronunciation and none unnatural pauses and hesitation to improve their speaking skill. Ipit (2014) found that by applying retelling stories by using picture series, the students were very enthusiastic in

learning process, they followed the activity actively, and they had the improvement in speaking. In his research, the results proved that this technique could be used in teaching speaking. Based on the advantages, retelling recount stories by using picture series is highly recommended for teacher and students in speaking class.

METHOD

In investigating the process of the improvement of students' speaking skill through retelling recount stories by using picture series, the researcher applied classroom action research. Based on the experts' theories, classroom action research is the appropriate method to solve the students' problems in the classroom. Singh (2006) stated that action research is a method for solving the problems of teaching objectively and systematically in improving and modifying the working system of a classroom in the school. In the classroom action research, the researcher acted as collaborator and observer. The researcher collaborated with the teacher and observed the treatment of the technique.

There are four stages in classroom action research as stated by Kemmis and McTaggart (as cited in Burns, 2010). There are planning stage, acting stage, observing stage, and reflecting stage.
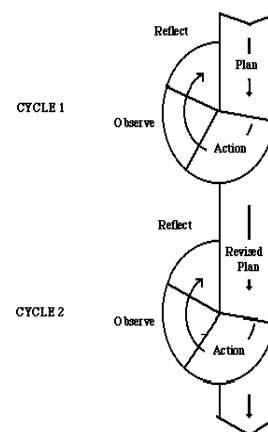

Figure 1. The cycle of classroom action research

The first stage is planning stage. In this stage, it was all about the preparation that the researcher and the teacher prepared for teaching learning process. The researcher and the teacher collaborated in preparing the lesson plan, the materials, and media for teaching speaking, the allocation of resources and assignments, the instruments for collecting data such as the scoring table, observation checklist, field note, recording, and camera.

The second stage is acting stage. In this stage, the researcher had a role as the collaborator and the teacher applied the lesson plan in the teaching process. The steps done by the teacher in the teaching process based on the lesson plan. In applying retelling stories by using picture series, the teacher followed the lesson plan using the model of genre based approach.

The third stage is observing stage. In this stage, the researcher observed the situation in teaching process from the beginning up to the end. The situation that is observed was the students' action and attitude during the teaching process, the way of the teacher in the teaching process and all the conditions occurred during the action. The researcher did the observation by using field note, observation checklist, recording, and camera. In this stage, the researcher and the teacher collaborated in scoring the students' speaking performance that was recorded based on the scoring table. The fourth stage is reflecting stage whereas both the researcher and the teacher reflected and evaluated the action in order to know how effective the teaching process that was done. After giving the evaluation, the researcher and the teacher revised the planning in the first and second cycle in order to improve students' speaking achievement.

This research conducted to the tenth grade students of SMAN 5 Pontianak in academic year 2017/2018. The subject of this research was the students in class X IPA 1 which consisted of 36 students. They were 16 male and 20 female students. The data is gained by using observational and non-observational technique. The observation focused on everything happens in the classroom (which includes students' action, students' behavior, students' activity, teachers' performance, students' performance, students' improvement in speaking, strengths and weaknesses in retelling recount stories). All of the results of the observation were recorded on the field note and observational checklist. Non-observational technique consisted of oral speaking performance and document analysis.

The writer used some tools such as, oral test, observation checklist, field note, and two supporting tools, namely: recording and camera. The researcher used an oral test to know the students' speaking ability. Observation checklist sheet is used to observe the students' activities and the teacher's performance in the form of the checklist. Besides, field note is a note that records all of the processes of students' learning and the process of the activity when the teacher applied the technique in the class until the class was finished. Meanwhile, the recording and camera helped the researcher and the teacher to capture the full contexts of the actual situation.

Furthermore, the researcher used qualitative and quantitative data. The qualitative data obtained from the field note and observation checklist. The researcher analyzed the data by using qualitative explanation. Best and Kahn (2014) stated that there are some steps of analyzing qualitative data as follows; (1) organizing the data (2) description and (3) interpretation.

FINDINGS AND DISCUSSION

The researcher decided to explain the teaching learning process while the teacher was implementing retelling stories by using picture series and showed the finding on following explanation:

Findings

To solve the students' problems and improve students' speaking at the tenth grade students in Class X IPA 1 of SMAN 5 Pontianak, the researcher conducted classroom action research. This research was

conducted in three cycles. Based on the results of observation checklist, field note and the analysis of students' speaking performance, students' pronunciation, vocabulary, simple past tense, fluency and students' action were improved through retelling recount stories by using picture series. Retelling stories by using picture series improved students' ability to use appropriate vocabulary of recount text through presenting the materials and modelling retelling stories by using picture series. Besides, retelling stories by using picture series improved students' ability to use correct simple past tense of recount text through presenting the materials and modelling retelling stories by using picture series. Moreover, retelling stories by using picture series improved students' ability to use correct pronunciation of recount text through presenting the materials and modelling retelling stories by using picture series.

In addition, retelling stories by using picture series improved students' ability to reduce pauses and hesitation in spoken language of recount text through modelling retelling stories by using picture series. Furthermore, retelling stories by using picture series improved students' activeness, students' confidence, students' enthusiasm, and students' interest in speaking skill of recount text through presenting the materials and modelling retelling stories by using picture series. Below explanations were the findings based on the specific problem formulations:

1. Retelling Stories by Using Picture Series Improved Students' Ability in Using Appropriate Vocabulary

The students' ability in using appropriate vocabulary of recount text improved by presenting materials and modelling retelling stories by using picture series through strategies such as: a) picture series or showing photographs with some clues and some comprehension questions, b) demonstration or performing the action, c) explanation or giving synonyms or opposites.

From the first cycle to the last cycle, the English teacher taught the vocabulary by showing the picture series. The teacher showed the picture series that told the students about the biography of Cut Nyak Dhien in the first cycle, the biography of Ki hajar Dewantara in the second cycle, and the biography of Teuku Umar in the third cycle. In the picture, the teacher gave some clues and some comprehension questions to help the students comprehend the picture. In the first cycle, the students learnt the vocabulary by using brainstorming through picture series. The teacher showed them a picture that interpreted the vocabulary. Then, the teacher translated the vocabulary word by word. This strategy took much time in the first cycle because the teacher explained the vocabulary one by one. But, it was more effective in the second and the third cycle because the teacher added new strategy in teaching vocabulary. The students' mean score of the first cycle is 70,28 which is categorized into average to good. Based on the results in the first cycle, the researcher and the teacher continued to the second cycle. Here was the example of picture series for teaching vocabulary:

Figure 2. The example of picture series

In the second cycle, the teacher changed the strategy by asking the students to predict

the vocabulary through the pictures and through demonstrating. When the teacher demonstrated the vocabulary, the students were very enthusiastic in mentioning the vocabulary about past tense action verb and noun phrase. They looked excited and enjoyed the learning. There were some students laughed when they saw their friends and the teacher demonstrated the vocabulary. The teacher tried to make the students feel secure. The mean score of this cycle is 77,57 which is categorized into average to good. The teacher and the researcher decided to continue to the next cycle because the student's mean score was still low.

In the third cycle, the teacher changed and added the additional strategy that the teacher taught the vocabulary by asking the students to predict the vocabulary through the pictures and by giving synonyms and antonyms. Teacher showed the picture series and guided the students to predict the vocabulary by mentioning the synonym-antonym of the vocabulary. The students were very enthusiastic to guess the vocabulary. Most of the students tried to guess by mentioning many English words. They looked active and brave to answer and guess the vocabulary in this activity. The teacher also could see that the students have known some words that have same meaning. It showed the improvement in vocabulary mastery from cycle to cycle. The mean score of this cycle is 82,42 which is categorized into good to excellent.

From cycle 1 until cycle 3, in the stage of modelling and deconstructing of the text, the teacher made the biographical recount text based on the picture series. From the text, the students could learn the appropriate vocabulary for retelling the biography. The teacher gave the example of retelling stories to motivate the students to discuss about the vocabulary (noun phrase (adjective+noun) and past tense action verb). The students were accustomed themselves to learn the appropriate vocabulary. In the stage of independent construction of the text in each cycle, the teacher asked the students to answer the questions about retelling the

biography based on the picture series, some clues and some comprehension questions that were provided by the teacher. Through answering the questions, the students were accustomed themselves to use the vocabulary that had been learnt in building knowledge and in modelling and deconstructing the text.

The use of appropriate vocabulary was the students' problem in class X IPA 1. When the teacher used retelling stories by using picture series through some strategies such as showing the picture series, performing the action and giving synonyms or opposites, the students' ability in using appropriate vocabulary improved from cycle one to the last cycle. Those activities could help the students to improve their vocabulary because the students had the opportunity to learn the appropriate vocabulary and use the vocabulary that had been learnt.

2. Retelling Stories by Using Picture Series Improved Students' Ability in Using Correct Simple Past Tense

Students' ability in using correct simple past tense in recount text improved by presenting materials and modelling retelling stories by using picture series through strategies such as: a) analyzing the text sentence by sentence, and b) correcting mistakes.

In cycle 1 to cycle 2, in the stage of modelling and deconstructing of the text, the students learnt past tense by analyzing the text sentence by sentence. When the teacher modeled retelling stories by using picture series, the students saw, listened and analyzed the text sentence by sentence to learn past tense. The teacher gave the example to the students how to identify the past tense by analyzing the text sentence by sentence. The teacher and the students discussed together to analyze the past tense in each sentence. Considering the previous chapter for the lesson was about the simple past tense, the teacher encouraged the students to give the correct response on the past tense sentence. This helped them to learn the correct form of past tense and practice to construct sentences in retelling the biography

orally. This aimed to improve students' understanding about the rule of past tense.

The result of mean score in the first cycle was 63,43 which is classified as average and it did not achieve the indicator of success point. The English teacher and the researcher concluded that a half from the total students in X IPA 1 class understand how to use the correct past tense. Then, the English teacher and the researcher decided to continue in the next cycle that the mean score in the second cycle was 77,58 which is classified as average to good. Based on the data and the explanation above the researcher and the teacher concluded that students' ability to use correct simple past tense of a biographical recount text was not satisfying. Then the researcher and the teacher decided to continue next cycle.

In the third cycle, in the stage of modelling and deconstructing of the text, the students learnt the past tense by using correcting mistakes. The teacher and the students discussed together to correct the mistakes on the biographical recount text that the teacher has made based on the picture series. In this cycle, the teacher showed the text which written on the cartons. The teacher stuck the cartons on the whiteboard. Then, the teacher asked the students to find out the wrong sentence in the text. Considering about the problems in the previous cycle that some students made mistakes in changing the active sentence to passive sentence, the teacher also taught the student how to change the active sentence to the passive sentence correctly in the form of past tense. There was a progress of students' improvement in using the correct past tense of a biographical recount text. The mean score for this cycle was 84,24.

From the first cycle to the last cycle, in the stage of independent construction of the text, the teacher gave the students the opportunity to practice orally using correct past tense. The teacher also asked the students to answer the questions about retelling the biography based on the picture series, some clues, and some comprehension questions that were provided by the teacher

to practice constructing past tense sentences that had been learnt in modelling and deconstructing the text. Using correct past tense was the students' problem in speaking. When the researcher used retelling recount stories by using picture series through some strategies such as analyzing the text sentence by sentence and correcting mistakes, students' ability to use correct past tense improved from cycle one to the last cycle.

3. Retelling Stories by Using Picture Series Improved Students' Ability in Using Correct Pronunciation

Students' ability in using correct pronunciation of recount text improved by presenting materials and modelling retelling stories by using picture series through strategies such as: a) repetition drills, and b) modelling and correcting done by the teacher and the students.

In the first cycle, the students learnt pronunciation by using repetitions drills. In the building knowledge of this cycle, when the teacher taught the vocabulary, the teacher also gave the example how to pronounce the vocabulary. The teacher pronounced the words and then asked the students to repeat after her. So, in this cycle the students had the opportunity to repeat the vocabulary word by word after the teacher but only one time.

In modelling and deconstructing of the text, the students learnt the way to use better pronunciation for retelling the biography. First of all, the teacher explained the way how to retell the biography correctly. Then, the teacher gave the example how to pronounce each word on the biographical recount that the teacher had made together with the students. The teacher retold or read the biography sentence by sentence, then, asked the students to repeat after her. The mean score of this cycle was 58,28 which is classified as poor and it did not achieve the indicator of success point. Then, the English teacher and the researcher decided to continue in the next cycle.

In the second cycle, the teacher changed and added additional strategy in teaching the pronunciation. In helping the students to gain

better pronunciation, she taught the pronunciation through modelling and correcting the pronunciation done by the teacher and the students. In modelling and deconstructing of the text in this cycle, the first thing that the teacher did was gave the model of pronouncing the words by reading the text sentence by sentence then asked the students to repeat after her. After that, the teacher asked two students as volunteer to gave the model how to pronounce the words correctly. Then, the teacher asked the other students to repeat after them. Furthermore, the teacher and the students also corrected the students' mistake in pronouncing the words to make better pronunciation. The mean score of this cycle was 70,30 which is classified as average to good. Then, the English teacher and the researcher decided to continue in the next cycle.

In the third cycle, the English teacher did same treatment and strategies with previous cycle to the students. First of all, the teacher gave the model of pronouncing the words then the teacher asked two students who have not been able to pronounce the English words well to be a model in pronouncing the words. Then, the teacher and the students corrected the students' mistakes. In this cycle, the teacher focused on some words, like "past tense action verb" especially regular verbs and the number (1922, 1902, and 1962) as the students could not be able to pronounce correctly in the second cycle. The teacher could see that the students improved their pronunciation. There was a progress of students' mean score for this cycle. The mean score for this cycle was 76,36.

Pronunciation was the students' problem in speaking skill. The students got the difficulties in pronouncing the English words correctly. When the researcher used retelling stories by using picture series through some strategies such as repetition drills and modelling done by the teacher and the students, students' pronunciation improved from cycle one to the last cycle. Those activities could help the students to improve their pronunciation because the students have the opportunity to learn the way to pronounce the words.

4. Retelling Stories by Using Picture Series Improved Students' Ability in Reducing Pauses and Hesitation

Students' ability in reducing pauses and hesitation in spoken language of recount text improved by modelling retelling stories by using picture series through strategies such as: a) modelling done by the teacher, b) modelling done by the teacher and the students, and c) giving the opportunities for the students to practice several times before retelling record.

In the first cycle, especially in the stage of modelling and deconstructing of the text, the teacher gave the model to the the students about the way how to retell the biography fluently. The teacher gave the model of retelling stories by using picture series. In this research, the researcher used picture series as media when the students retold the biography. It will guide the students in remembering the facts in the story. By using picture series, it also helped the students to retell the biography in sequence. They could retell the story in sequence events. But, in this cycle, the students were still confused about the technique. The mean score for this cycle was 64 which is classified as average and did not achieve the indicator of success point. Then the researcher decided to continue next cycle.

In the second cycle and third cycle, besides the students listened to the teacher as the model, they also listened and pay attention to two volunteers in practicing the model of retelling recount stories by using picture series in front of the class. The students were accustomed themselves to listen to the stories that were retold orally that helped them to speak with less pauses and hesitation.

In second and third cycle, the teacher also gave the opportunities for the students to practice several time before retelling record. So, it helped the students to make themselves speak fluently. The result in second cycle increased from previous cycle. There was

great progress of students' means score. The mean score of second cycle was 80,60 which is classified as good to excellent and it achieved the indicator of success point. Then, the English teacher and the researcher decided to continue in the next cycle.

In the third cycle, the English teacher did same treatment and strategies with previous cycle to the students. There was a progress of students' mean score for the last cycle. The mean score for the last cycle was 86,06 which is classified as good to excellent and it achieved the indicator of success point. The result in this cycle was satisfying for the teacher and the researcher.

From the first cycle to the last cycle, in the stage of joint construction of the text, the students also practiced their monologue about the biography of person's life in group activity to reduce their pauses and hesitation in retelling the story. The students practiced their monologue orally by taking turns in their group. In the stage of independent construction, before the students retell recount stories by using picture series, the students answered the questions to make the whole biography by using their own words. They answered it with the guidance of picture series, some clues, and some comprehension questions. They could get the important points about the story from the materials of the biographical recount text that had been learnt before. That activity helped the students to improve their fluency. The teacher also provided them sheets with the printed picture series for taking note that contained the questions and the clues to answer the questions about retelling the biography of Indonesian National Patriot, in aiming to avoid them from being silent or getting stuck. The student took a note and getting the information from the group activity that helped them to get the ideas and avoided them from being blank or getting stuck.

The students' monologues in retelling the biography of Indonesian National Patriot became the final products that were scored in speaking performance. The teacher provided the picture series as the guidance when the students retold the biography. They could look at the pictures, some clues and comprehension questions while remembering the words that they have made. Pauses and hesitation were the students' problems in speaking class session. Most of the students spoke with many or long pauses and hesitation in retelling the biography. When the teacher and the researcher provided picture series in retelling the stories for the students, the students could reduce the number of pauses and hesitation in retelling the story. Based on the result, the students' pauses and hesitation improved from cycle one to the last cycle.

5. **Retelling Stories by Using Picture Series Improved Students' Activeness, Students' Confidence, Students' Enthusiasm, and Students Interest**

Students' activeness, students' confidence, students' enthusiasm, and students interest in speaking skill of recount text improved by presenting the materials and modelling retelling stories by using picture series through strategies such as: a) picture series or showing photographs with some clues and some comprehension questions and b) modelling and correcting done by the teacher and the students.

From the first cycle to the last cycle, the English teacher taught speaking by showing the picture series. The teacher showed the picture series that told the students about the biography of Cut Nyak Dhien in the first cycle, the biography of Ki hajar Dewantara in the second cycle, and the biography of Teuku Umar in the third cycle. In the picture, the teacher gave some clues and some comprehension questions to help the students comprehend the picture. By showing the picture series the teacher could encourage the students to speak because there are some words as clues and some comprehension questions which were provided by the teacher. In the first to the last cycle, the students participated actively in answering the comprehension questions. They looked confident and interested in sharing their

opinion about the heroes. They also shared their ideas enthusiastically.

In the second cycle and the third cycle, the teacher taught speaking through modelling and correcting done by the teacher and the students. When the teacher modeled how to retell the stories well, the students participated actively in repeating after the teacher. Even, they looked enthusiastic and interested to be a volunteer in modelling retelling stories by using picture series in front of the class. By giving the students the opportunities to be a model in retelling the stories, it could make them more confident. Correcting done by the students also made other students more active to speak properly.

Discussion

From the research findings, it can be seen that the students' speaking skill in using appropriate vocabulary, correct simple past tense, correct pronunciation, and in reducing pauses and hesitation improved from the first cycle to the last cycle. It proved that the technique that the teacher used in this research was successful as experts said in the literature review, for example, Miller and Pennycuff (2008) argued that retelling story in the classroom is one of the ways to improve the students' speaking ability. In applying retelling stories by using picture series, it was found that many students made mistakes in pronunciation, past tense, and vocabulary especially in the first cycle. It happened because the students still confused about the technique in that cycle. However, in the second and the last cycle, there was the improvement of the students' speaking ability and students' action.

Based on the observation checklist and field note, it was found that the students' action such as students' activeness, students' confidence, students' enthusiasm, and students' interest were improved through retelling stories by using picture series. It proved that this research had similar findings with the previous research as Ipit (2014) found that by applying retelling stories by using picture series, the students were very enthusiastic in learning process, they followed the activity actively, and they had the improvement in speaking. It also proved that picture series is very useful media as Bailey (2005) stated that in teaching and learning speaking skill, picture can give the motivation for talking. This improvement could be seen while the teacher showed the picture series with some comprehension questions the student directly raised their hand to answer the questions.

In the process of cycles for Classroom Action Research, the research findings showed that cycle to cycle had a great improvement. It could be revealed from the students' mean score. The last cycle mean score was better than the previous cycles. The mean score in the first cycle was 64 (qualified into average). Then, in the second cycle, students' mean score improved to 76,51 (qualified into average to good). Finally, students' mean score in the third cycle improved to 82,27 (qualified into good to excellent). Moreover, it could be seen that the score of pronunciation, vocabulary, past tense, and fluency in the first cycle were 58,28; 70,28; 63,43; and 64. The score were improved to 70,30 for pronunciation; 77,57 for vocabulary; 77,58 for past tense; and 80,60 for fluency in the second cycle. Finally, in the third cycle, the score was 76,36 for the pronunciation, 82,42 for vocabulary, 84,24 for the past tense, and 86,06 for the fluency. It can be concluded that the problems faced by the students have been solved.

Therefore, the students' speaking skill had improved and the students' problem had been solved during this research. The students' speaking skill had improved through retelling stories by using picture series. The improvement indicates that "retelling recount stories by using picture series improved student's speaking skill at the tenth grade students in Class X IPA 1 of SMAN 5 Pontianak in academic year 2017/2018" is accepted. In conclusion, the research findings were satisfactory.

CONCLUSION AND SUGGESTION
Conclusion

Based on the research findings, it was found that the students' speaking skill on recount text especially in using appropriate vocabulary of recount text, in using correct simple past tense of recount text, in using correct pronunciation of recount text, and in reducing pauses and hesitation in spoken language of recount text at the tenth grade students in Class X IPA 1 of SMAN 5 Pontianak in academic year 2017/2018 improved from cycle to cycle. The students' speaking skill in using appropriate vocabulary of recount text; in using correct simple past tense of recount text, in using correct pronunciation of recount text; and in reducing pauses and hesitation in spoken language of recount text were enhanced through retelling stories by using picture series. The students' speaking ability in using appropriate vocabulary of recount text was improved through presenting materials and modelling retelling stories by using picture series. There were some strategies in presenting materials and modelling retelling stories by using picture series which improved the students' speaking ability in using appropriate vocabulary of recount text, such as showing picture series or photographs with some clues and some comprehension questions, performing the action or demonstration, and giving synonyms or opposites. The students' speaking ability in using correct simple past tense of recount text was improved through presenting materials and modelling retelling stories by using picture series. There were some strategies in presenting materials and modelling retelling stories by using picture series which improved the students' speaking ability in using correct simple past tense of recount text, such as analyzing the text sentence by sentence and correcting mistakes. The students' speaking ability in using correct pronunciation of recount text was improved through presenting materials and modelling retelling stories by using picture series. There were some strategies in presenting materials and modelling retelling

stories by using picture series which improved the students' speaking ability in using correct pronunciation of recount text, such as repetition drills and modelling and correcting done by the teacher and the students. Moreover, the students' speaking ability in reducing pauses and hesitation in spoken language of recount text was improved through modelling retelling stories by using picture series. There were some strategies in modelling retelling stories by using picture series which improved the students' speaking ability in reducing pauses and hesitation in spoken language of recount text, such as modelling done by the teacher, modelling done by the teacher and the students, and giving the opportunities for the students to practice several times before retelling record. Furthermore, the use of retelling stories by using picture series could help the students to be more active, enthusiactic, confident and interested participated in speaking to express what they think in their mind. Retelling stories by using picture series can provide the maximum opportunity to create active students in speaking class.

Suggestion

The teacher can use retelling stories by using picture series to improve students' accuracy (vocabulary, past tense, and pronunciation) and to improve students' fluency (the absence of pauses and hesitation in speaking). In the first cycle of this research there are some teaching and learning activities were not applied that made the students confused about the technique, so the teacher should make sure the teaching learning process runs well, the teacher should choose the material well and explained it clearly. In the first cylce of this research, the teacher needed additional time to continue the teaching and learning process that made there are some groups of the students did not get the opportunities to present their work. So, the teacher should manage the time well in explaining the material in modelling and deconstruction of the text, in giving the instruction to the students, and in asking the

students to perform their monologue in independent construction of the text. The teacher can add some strategies in teaching speaking. Beside using picture series, the teacher can use demonstrating and synonym antonym for teaching vocabulary. Beside using repitition drill, the teacher can use modelling and correcting pronunciation done by the teacher and the students for teaching pronunciation. Beside using analyzing text sentence by sentence, the teacher can use correcting mistakes for teaching simple past tense. Beside using modelling, the teacher can give the opportunities for the students to practice several times before retelling record for teaching fluency. The students should be more active in learning process, in giving their opinion and in sharing their ideas in speaking class. The students should follow the teacher's instruction well. Further researchers can apply retelling stories by using picture series to solve the students' speaking problem in others material. In the first and second cycle the teacher got the problem at the beginning of the lesson because of the LCD projector was unavailable. So, the school should provide the supporting teaching tools like LCD projector that can be used by the teacher to teach speaking.

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