

Terbit online pada laman web jurnal : <http://e-journal.sastra-unes.com/index.php/JIPS>

|  |  |   |
|--|--|---|
| <br><b>Fakultas Sastra</b><br><b>Universitas Ekasakti</b> | <b>JURNAL JIPS</b><br><b>(Jurnal Ilmiah Pendidikan Scholastic)</b> |   |
|  | Vol. 3 No. 2<br>ISSN : 2579-5449<br>(media cetak)                  | E-ISSN :<br>2597-6540<br>(media online) |

## THE EFFECT OF RETELLING TECHNIQUE TO STUDENTS' EFL LEARNING IN NARRATING PAST EVENTS

**Besral, Luli Sari Yustina, Laura Renalsi**

[besralod@gmail.com](mailto:besralod@gmail.com) ' [lulisariyustina@uinib.ac.id](mailto:lulisariyustina@uinib.ac.id)

English Tadris Department, Faculty of Islamic Education and Teacher Training, State Islamic  
University 'Imam Bonjol' of Padang

\*Corresponding Author: Luli Sari Yustina  
[lulisariyustina@uinib.ac.id](mailto:lulisariyustina@uinib.ac.id)

### **Abstract**

*Lack of students' mastery of grammar and limited number of vocabulary have been identified as sources of their low competence in EFL Learning to speak in West Sumatra Senior High Schools. Therefore, a constant effort to develop these two essential elements needs to be conducted especially in rural areas where advance technology of information is almost inaccessible. To deal with the issue, we have implemented Retelling technique to Grade X at Senior High School 1 Hiliran Gumanti. A group of science class (N=48) have been chosen to be the experimental and control groups. A typical treatment for the experimental class began with scaffolding the text. Discussion was focused on elements of text and in groups of four or five students, teacher encouraged the students to retell another story. After 15 minutes discussions, each group was encouraged to retell the story starting from the first member (story-teller) and continued to the other members till the end of the story. Some extra pictures were accompanied the students to help them of the events. After several meetings, both classes were tested to retell another story. Post test scores of the groups were compared to investigate the difference. The finding showed that mean score of post test of experimental class was 73.25, higher than control class (66.58). Meanwhile, standard deviation of experimental class was higher than control class (sd= 6.79>66.58). While t-calculated was 3.71 and t-table 1.678 with  $\alpha=0.05$  and degree of freedom 46 greater than t-table (3.71>1.678) meaning that students' better speaking skills were mainly due to the application or effects of Retelling technique.*

*Keywords: Retelling Technique, Language Learning, Picture-Series, Speaking Skills, Narrative Text*

© 2019Jurnal JILP

## **I INTRODUCTION**

The impact of teaching and learning process of EFL (English as a Foreign Language) should enable the students to communicate with the other people in English. This target was quite difficult for the teachers to achieve due to the limited access where students interact with the native speakers. Moreover, students' learning

was not directed to practice the real language in the classroom. The situation was getting worse for the inappropriate supports from the environment, learning aids, as well as students' low motivation. To deal with this issue, efforts must be given to enhance students' learning either through maximizing their opportunity to

**[doi.org/10.5281/zenodo.3376666](https://doi.org/10.5281/zenodo.3376666)**

Jurnal JIPS (Jurnal Ilmiah Pendidikan Scholastic) Vol. 3 No. 2 (2019) ISSN : 2579-5449

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

rehearse the target language or by using interesting media that may facilitate students to develop their imagination and critical thinking skills. Speaking is considered as a very important aspect of learning a foreign language. In addition, Burn & Joyce in Purwatiningsih (2015 : 59) mention that one of the most important aspects of speaking is that it always occurs within context. Moreover, Richard & Renandya in Purwatiningsih (2015 : 59) state that a large percentage of the world's language learners study English in order to develop proficiency in speaking.

The use of Retelling Story Technique is not new in second or foreign language classes. One of the reasons is because it 'relies so much on words, offering a major and constant source of language experience for children' (Wright in Nizzu, 2016: 4). In addition, stories can be considered language treasures as models of language for students at different levels and ages. Kalmbach (1986) as cited in Stoicovy (2004) states that retelling is a 'process of re-memorizing what we listened to and read'. Further, in relation to language teaching, retelling technique can be used it as a way to promote students' comprehension and understanding of discourse. Stoicovy (2004) also points out that retelling has positive influence in language learning as it promote students' ability in rearranging information from the text that they have read. Moreover, Retelling helps teachers identify the level of students' comprehension of what they listen to or read. In addition, retelling is a common way that many people use as part of their communication. To overcome the difficulty in using the target language, telling stories is one of the recommended techniques which can help language learners in improving his or her knowledge of vocabulary, grammatical structures, and pronunciation.

Han (2005) found some important aspects when she applied retelling technique. First, retelling is an active procedure that involves children in the reconstruction of text and also allows interaction between adult and children. Second, retelling of what has been listened or read result in increased comprehension and recall of discourse. Third, retelling encourages both integration and personalization of content,

helping children see how parts of text interrelate and how the text meshes with their own experience. Furthermore, as a tool of developing students' speaking skill, a media can be used in retelling story. It helps students to be more active and understand about the activities. According to Brown (2004: 180), using a variety of media will increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop. There are many types of teaching media that can be used to convey the lesson; one of them is picture (Brown, 2004, p.180). In line with this, Harmer (2001:134.) states that pictures is one of the variety of teaching aids which is used to explain language meaning construction, to engage students in a topic, or as the basis of a whole activity. In addition, this research used picture as media for developing students' speaking skill through retelling story.

Retelling story helps students improve speaking skill and also increase the students' vocabulary. By retelling story, students will have opportunity to speak English in classroom. Furthermore, retelling helps teacher 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. Retelling is an activity to help students focus on their understanding of what they read and challenge them to communicate what they have learned to others. Retelling can come in the form of an oral presentation or a written assignment and involves attention to the main narrative components including character, setting, problem, events, solution and theme.

Retelling are post reading or post listening recalls in which readers or listeners tell what they remember (Morrow, 1996 in Irwan, 2016). Retelling is a procedure that enables a child to play large role in reconstructing stories. A retelling usually includes characters, setting, problem, and solution or the main ideas of the text. It involves telling what is important in the story without telling too much. Retelling helps readers recall what is happening in the story, develop a sense of story structure, and become more accurate in monitoring their understanding. They can transfer this knowledge of story

[doi.org/10.5281/zenodo.3376666](https://doi.org/10.5281/zenodo.3376666)

structure to their own story speaking. This technique is used on many beginning reading assessments, yet for years we never really taught student explicit how to retell. We start by modeling this with our students during read-aloud. This technique is used by storytellers, and we borrowed the idea, giving our students a kinesthetic action to help them focus and remember the story.

Retelling story has many benefits in improving students' speaking skill. 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. In addition, Owocki (1999, cited in Nizzu, 2016), contends that retelling helps students rethink their way through a text. However, retelling story consist of more than just retelling stories. It may include not only creating a story but also of pictures, acting, singing, story writing and forth (Champion, 2003). More specifically, retelling story also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instances, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. As Heaven (2000: 75) in Nizzu (2016) says that factual and conceptual information to be learnt faster and better, and will be remembered longer,

recalled more accurately when that information id delivered as a well-told story. he identifies that retelling story can be more powerful, motivating and effective in teaching and learning process.

Vale & Feuteun (1995) in Purwatiningsih (2015 : 59) state that story-retelling is a technique or an approach in teaching language. It demonstrates the value of practical task as social, motivation, and language teaching tools in the learning situation. It also makes students enjoy learning language. Retelling story made the speaking activity became joyful since it could help students tell the chronological events of the story easily. Trough story-retelling technique, students can demonstrate their comprehension of the story.

This technique was implemented in grade X because stories can motivate and immensely interesting, can best attract listeners and promote communication. When telling and listening to a story, the learners will easily be plunged into the plots and the scene and forget about themselves, which will, to a great degree, relieve their nervousness. (Jianing, 2007). However, in the context of EFL, the strengths of this technique were not well socialized and implemented and therefore, the current study seeks to uncover further proves. The main question to be answered in this study was 'What are the effects of Retelling Story to students' speaking ability in Narrative text at Senior High School I Hiliran Gumanti – West Sumatra.

## II RESEARCH METHODS

The population of the study was Science major of the tenth class in Senior High School 1 Hiliran Gumanti. They were distributed in 2 classes (N= 48). The results of students' learning were taken through test. Content validity was kept based on Curriculum and Syllabus. Internal and external validity were also based on construction that the situation of experimental class was treated naturally by following the school schedule. In this research, the research used speaking test. The speaking test was done on post-test toward one class (experimental and control class). The students of experimental class

were taught speaking by retelling story through picture series and the students of control class was taught through conventional technique. Students' scores were categorized based on five categories such as Pronunciation (0 – 4), Grammar (5 – 36), Vocabulary (4 – 24), Fluency (2 – 12), and Comprehension (4 – 24). (Hughes, 1989: 111-113). Each student by their group retold the text in front of the class and it will value based on Hughes' scoring.

Overall activity of the treatment was as follow:

[doi.org/10.5281/zenodo.3376666](https://doi.org/10.5281/zenodo.3376666)

| No.          | Activity/Stage   | Time  |
|--------------|--|---|
| 1.           | Pre Activity <ul style="list-style-type: none"> <li>Greeting</li> </ul>  | 15 minutes  |
| 2.           | Whilst Activity <ul style="list-style-type: none"> <li>Scaffold the text (Narrative Text).</li> <li>Students identify the text together with the respond.</li> <li>Groups the students</li> <li>Provides some familiar short stories for retelling.</li> <li>Chooses one short story to be retold by each group.</li> <li>Gives students at least 15 minutes to prepare and understand the story for retelling.</li> <li>Students retell the story by their group in front of the class using picture series as a media.</li> <li>Students retell the story by the first storyteller of the group and the next one continue until the end of story.</li> </ul> | 5 minutes<br>10 minutes<br>15 minutes<br>30 minutes |
| 3.           | Post Teaching <ul style="list-style-type: none"> <li>Closing.</li> </ul>   | 15 minutes  |
| <b>Total</b> |  | 90 minutes  |

The data of the study was analyzed by using statistical procedure t-test. The formula that is used is a t-test. The purpose is to differentiate of students' speaking competence between experimental group and control group (Sudjana, 1989: 239). The t-table was employed to see the difference between the mean score of pre-test and post-test of experimental class. The value of t obtain was consulted with the value of t-table.

The data was analyzed by using simple regression for hypothesis with 5 % (=0,05) of significance level and the value of t-table of the level of freedom (N1-1) + (N2-1). If the value t-obtained was bigger than the value of t-table, the null hypothesis was accepted. On the contrary, if the value of the t obtained was equal, or smaller than the value t-table, the alternative one was not accepted (t-table) t-obtained.

### III RESULTS AND DISCUSSIONS

Described below is the maximum and minimum scores, mean score and standard deviation of the experiment and control class in the post test.

**Students' Speaking Scores of Experimental and Control Group**

| Class      | N  | Highest Score | Lowest Score | Mean (X) | Total Score | Standard Deviation |
|------------|----|---------------|--------------|----------|-------------|--------------------|
| Experiment | 24 | 88            | 61           | 73.25    | 1758        | 6.79               |
| Control    | 24 | 80            | 56           | 66.58    | 1598        | 6.61               |

From the table above, it was found that most of the students' speaking scores of post-test Experiment Class about 61-64 there were 2 student who got at the interval, and while the interval 65-68 there were 4 students who got a score. The interval 69-72 there were 5 students. The interval 73-76 there were 7 students, then

interval 77-80 there were 3 students. The interval 81-84 there were 2 students. The last interval 85-88 there were 1 student. Based on table and formulation above, the researcher found that mean of the speaking test control group is 66.58 and the standard deviation is 6.61.

[doi.org/10.5281/zenodo.3376666](https://doi.org/10.5281/zenodo.3376666)

To explain more about the effects of Retelling Story Technique to students' speaking ability, it can be seen from the comprehension of students' mean score both experimental and control group in several indicators, such as pronunciation, grammar, vocabulary, fluency, and comprehension. The calculation of those aspects can be explained in the table below:

**Table**  
**The Comparison of Means Post-Test of Experimental and Control Class**

| No | Aspects/w Components | Experiment Class<br>$\frac{\sum x_i}{N}$ | Control Class<br>$\frac{\sum x_i}{N}$ | Difference |
|----|----------------------|--|---------------------------------------|------------|
| 1  | Pronunciation        | 63/24 = 2.62                             | 46/24 = 1.91                          | 0.71       |
| 2  | Grammar              | 516/24 = 21.5                            | 432/24 = 18                           | 3.5        |
| 3  | Vocabulary           | 460/24 = 19.16                           | 436/24 = 18.16                        | 1          |
| 4  | Fluency              | 242/22 = 10.08                           | 220/24 = 9.16                         | 0.92       |
| 5  | Comprehension        | 477/24 = 19.87                           | 464/24 = 19.33                        | 0.54       |

The prerequisite was necessary to determine whether the analysis of data for hypothesis testing could be continued or not. Some data analysis techniques demanded test prerequisite analysis. Analysis of variance requisite got from a population with normal distribution and data of group compared. The variety of prerequisite testing analysis was such as normality test and homogeneity test.

**Normality of Test Distribution**

Normality test had an objective to know population normal or not. To do the normality test, researcher used Kolmogorov Smirnov and Shapiro Wilk. A test was performed in SPSS test. Testing criterion and distributed normally if the data was more than 0.05. The class was normal. The summary of the result of a test of normality and homogeneity of experimental group and control group is presented below:

**Tests of Normality**

|       | Nama       | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|-------|------------|---------------------------------|----|-------|--------------|----|------|
|       |            | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Nilai | Experiment | .107                            | 24 | .200* | .976         | 24 | .817 |
|       | Control    | .107                            | 24 | .200* | .969         | 24 | .635 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Homogeneity of Variance Test**

To check the homogeneity of variance of the data, Levene's test was conducted. The result of calculating using the Levene test as follow:

**Test of Homogeneity of Variances**

Nilai

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .167             | 1   | 46  | .685 |

Based on the table above, it can be concluded that the two groups were normal and homogenous. After the test of normality and homogeneity, the data were analyzed by using t-

test to see the effect of Retelling Story. It had been mentioned that t-calculate in this research was higher than the value of t-table. Therefore, the hypothesis in this research stated that the use

[doi.org/10.5281/zenodo.3376666](https://doi.org/10.5281/zenodo.3376666)

Retelling Story Technique in teaching and learning process especially improved student' speaking skill at Senior High School 1 Hikiran Gumanti was accepted. Related to the purpose of this research is to determine there is significant difference of the students' achievement in speaking ability between those taught with Retelling Story technique and those taught with conventional technique at Senior High School 1 Hikiran Gumanti. It showed by the post test result for both classes after giving the treatment by applying Retelling Story Technique in experimental class and applying the teacher technique in control class.

The mean score of post test in experimental class was higher than the score of post test in control class ( $\bar{X} = 73.25 > 66.58$ ). This result confirms the theory which proposed by some experts related to Retelling Story technique in teaching speaking. According to Darwisyah (2016), there is positive implementation of using retelling story towards students' speaking ability". Based on Darwisyah's research, average score of the students' speaking ability after being taught using Retelling Story was higher than before. From the data analysis above showed that there was significantly different. It means that the hypothesis that teaching speaking by using Retelling Story could improve students' speaking skill statistically was accepted. Concerning to the result of t-test calculation in both classes, it could be conclude that Retelling Story could improve students' speaking skill.

According to Stoicovy (2004), the retelling strategy is culturally consistent with the Pacific Island tradition of storytelling, and highly successful for acquiring language. In the classroom, small group retelling is a social means of developing literacy that is compatible with the collaborative nature of Pacific Island culture. The differences of students' achievement between experimental group and control group based on the scores of the five speaking components. Indicates this technique gave significant effect to the two components namely grammar and vocabulary. However, this technique does not have significant effect to pronunciation, fluency and comprehension.

In generally, used Retelling Story gave significant effect in improvement students' speaking that refers to speaking components such

as, pronunciation, grammar, vocabulary, fluency and comprehension specifically in two components of speaking skill namely grammar and vocabulary. First, the significant component of speaking could be improved by using Retelling Story was grammar. It was caused during the treatment for six meetings, the students tried to find the right grammar while they create the story by their own word. They discussed with their small group, and sometimes they ask to the researcher about the right grammar. It related to the theory by Purwatiningsih (2015), "The story –retelling using pictures series make the students understanding grammar and difficult word".

The mean score of students' grammar in the control class was 18 while in the experiment class group 21.5. It conclude the score of grammar from the experiment class was higher that the control class. The second improvement by using Retelling Story technique was vocabulary. In this case, the students find new vocabulary of the text during the treatment. They tried to use the new vocabulary when their retelling story in front of the class. They also catch the new vocabulary by listen their friends while retelling a story in front of the class. Not only that, the students share their idea with their friends, opinion, and information from a story.

The mean score of students' vocabulary in experimental class was 19.16 while in control class was 18.16. It concluded that students' vocabulary in experimental class was higher that the control class. In another component of speaking also improvement, but not so high differences between the experimental class and control class. From the five components of speaking after doing treatment and post test of the class, this technique gave significant effect for grammar and vocabulary. And this technique does not give significant effect for pronunciation, fluency and comprehension. The discussion of the finding above confirms the theory which proposed by some experts related to Retelling Story technique in teaching speaking. According to Nizzu (2016), "Improving Students' Speaking Skill Through Retelling Story By Using Picture Series At SMAN 7 Bandar Lampung" this thesis state that there is improvement on students' speaking skill after being taught retelling story by using picture series in grammar,

[doi.org/10.5281/zenodo.3376666](https://doi.org/10.5281/zenodo.3376666)

pronunciation, vocabulary, fluency, and comprehension. It happen because retelling story through picture series helped the students to built their ability in speaking, they can speak what know based on picture series.

Mulya (2014) also investigated the implementation of retelling story through picture series to improve students' speaking skill. The researcher conducted the research showed that retelling story through picture series is effective in improving students' activity. This research explains that retelling story through picture series built students' confidence. Novia (2017), "Retelling Short Story To Improve Students' Speaking Skill". This research states that, retelling story technique was capable of making students speak up in front of class. Retelling short story builds the students' creative way to concept the students to have a good concept to speak. Eliwarti (2013), "The Effectiveness of Group Story Retelling To Develop The Speaking Ability of The Second Year Students of SMP Babussalam Pekanbaru". This research state that the use of group story telling is more effective in developing the speaking ability of the second year students of SMP Babussalam Pekanbaru. Based on this research, students were interested in doing the lesson and story retelling increased the students speaking ability in the fifth aspects: pronunciation, grammar, vocabulary, fluency, and comprehension.

In this research, the researcher wanted to see the effect of students in all components, there were five components of speaking that should be measures in conducting the speaking activity namely: pronunciation, grammar, vocabulary, fluency, and comprehension. First, in experimental class, the mean score of post test of students' pronunciation was 2.62. Besides that, the mean score of post test of students' pronunciation in the control class was 1.91. Both of the groups, the differences were 0.71. Its cause, the students lack practice in pronunciation. Sometimes, they prefer to say the words based on they know and do not ask the teacher about the good pronunciation of the word.

Second, in experimental group, the mean score of post test of students' grammar was 21.5. On the other hand, in control group, the mean score of post test of students' grammar was 18.

Both of groups, the differences were 3.5. It can be concluded that the experimental group had increase higher than the control group. Third, in experimental group, the mean score of post test of students' vocabulary was 19.16. Besides that, the mean score post test of students vocabulary in control group was 18.16. Both of groups, the differences were 1. It could be concluded that the experimental group had increased higher than control group.

Fourth, Fluency also improved by Retelling Story technique. It can saw by the mean score of fluency in experimental class was 10.08 while in control class was 9.16. Both of groups, the differences were 0.92. It cause the students lack to practice the word. So, when they retelling story, they were not fluent in word pronunciation. Even some of them stammer when they telling a story.

Finally, in experimental group, the mean score of post test of students' comprehension was 19.87. Besides that, the mean score of pos test of students' comprehension in control group was 19.33. Both of the groups, the differences were 0.54. It could be concluded that the experimental group had increased better than control class.

The result of findings proved that Retelling Story technique gave significant effect on students speaking ability that refers to pronunciation, grammar, vocabulary, fluency and comprehension especially grammar and vocabulary. This technique can help students to practice their speaking ability and the application of this technique in teaching and learning process of speaking could help the students in expressing their ideas and information. It gave the students many opportunities to speak up.

The hypothesis proved that the Retelling Story technique in teaching and learning process of speaking gave significant effect on students' speaking ability. It was shown from the mean of achievement in experimental group and control group. The mean of experimental group was 73 and 66.58 for control group. It means the mean of experimental group was bigger than the mean of control group. The comparison of two mean score was 73 for experimental group and 66.58 for control group. Then, was found that  $t$ -Calculate  $>$   $t$ -table ( $3.71 > 1.678$ ). It mean that the learning result of teaching speaking by using retelling story technique gave significant effect

[doi.org/10.5281/zenodo.3376666](https://doi.org/10.5281/zenodo.3376666)

than teaching and learning process without it on students' speaking ability.

So, the researcher has concluded that the Retelling Story technique gave significant effect on students' speaking ability that refers to pronunciation, grammar, vocabulary, fluency,

comprehension and it had a greater contribution in the teaching process. In fact, we could see that the score in every aspect of speaking was increased. It increased students' ability in speaking and students' confidence.

#### IV CONCLUSION

Based on the finding of the research derived from the data analysis as reported in the previous chapter that the students' speaking skill got better improvements after using Retelling Story technique. From the result of analyzing the data, it was found that  $t$ -calculated 3.71, while critical value of the  $t$ -table 1.678 at the degree of freedom was 46 and the level of significant 0.05. In conclusion, the value of  $t$ -calculated was bigger than the value of  $t$ -table. It means that used Retelling Story in teaching speaking improved students' speaking skill at class X of Senior High School 1 Hiliran Gumanti.

The result of this research also showed that teaching and learning speaking skill by use Retelling Story technique in experimental class more effective than the teacher strategy (conventional) in the control class during the six times treatment. The calculating of the

comparison of means post test between experimental and control classes indicated that using Retelling Story technique more effective to improve students' speaking skill.

The improvement of student' speaking skill in five component such as pronunciation, grammar, vocabulary, fluency, and comprehension. It was shown from the post-test of experimental class after giving the treatment by Retelling Story technique.

Moreover, from the finding of this research above, it was concluded that teaching speaking by using Retelling Story technique was effective to improve students' speaking skill. In fact, we could see that the score in every aspect of speaking was increased. So, the researcher supports the previous theory which says that retelling story technique can improve students' speaking abilities.

#### V SUGGESTION

Related to the research finding and the statements mentioned in conclusion above, there are some suggestion that the writer would like to expose to improve the teaching learning process, especially in teaching speaking. The suggestion can be described as follows, first the research suggest the teacher to use Retelling Story as the technique to improve the students' speaking skill due to Retelling Story capable of making students speak up in front of class. Second, the

teacher should introduce a creative way to encourage the students to have a good concept to speak. Retelling story builds students' creative thinking since it forces the students to think fast and retell using their own words. Thirds, in applying retelling short story, teachers need to control the students' activity and manage the class situation well, so that both listeners and storytellers can create a good atmosphere in the class.

#### Thank You

We would like to thank and appreciate Head Master and English Teacher at Senior High School Giliran Gumanti- Solok for their great contribution in both access and validation of this research.

[doi.org/10.5281/zenodo.3376666](https://doi.org/10.5281/zenodo.3376666)

Jurnal JIPS (Jurnal Ilmiah Pendidikan Scholastic) Vol. 3 No. 2 (2019) ISSN : 2579-5449

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

---

### Bibliography

- [1] Ariningsih, 2010. *The Effectiveness Of Using Picture Series To Improve The Students' Writing Skill Viewed From Their Learning*. From Sebelas Maret University. Hal. 39.
- [2] Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy (Second Ed.)*. New York: Addison Wesley Longman.
- [3] Brown, H. Douglas. 2004. *Language Assessment Principle and Classroom Practice*. New York: Addison Wesley Longman
- [4] Burns, A., & Joyce, H. 1997. *Focus on Speaking*. Sydney: National Center for English Language Teaching and Research.
- [5] Eliwarti, Deslita. (2013). *The Effectiveness of Group Retelling to Develop The Speaking Ability of The Second Year Students of SMP Babussalam Pekanbaru*. Unpublished. Retrieved on April 20, 2013 from Academic journal-pdf.
- [6] Gay, I. R. *Educational Research (tenth edition)*. United States of America. Pearson.
- [7] Gibson, A., Judith Gold, and Charissa Sgouross. 2003. *The Tutor: The Power of Story Retelling*. Spring. Retrieved on January 15, 2014 from [https://www.nationalserviceresources.gov/filemanager/download/learns/spr\\_2003.pdf](https://www.nationalserviceresources.gov/filemanager/download/learns/spr_2003.pdf) 22 november 2013
- [8] Harmer, Jeremy. 2001. *The Practice English Language Teaching*. Cambridge : Longman
- [9] Irwan, Darwisyah D. 2016. *The Effect of Retelling Story Towards Students' Speaking Ability*. English Education: Jurnal Bahasa Inggris. Vol. 9 (1), 13-28
- [10] Isbell, Rebecca T. 2002. *Telling and Retelling Stories: Learning Language and Literacy*. Young Children: Supporting language teaching.
- [11] Jung-Ah Han. 2005. *Retelling As An Effective Reading Comprehension Strategy For Young ESL Learners*. From Iowa State University. Hal. 1-2
- [12] Marriam Bashir. 2011. *Faktor Effecting Students' English Speaking Skills*. British Journal of Arts and Social Sciences. Vol. 2. No. 1 from <http://www.bjournal.co.uk/BJASS.aspx>
- [13] Matulka, Denise I. 2008. *A Picture Book Primer: Understanding and Using Picture Books*. Greenwood: United States of America.
- [14] Nawshin, Farhana. 2009. *Problems in Teaching Speaking In Traditional ESL Classrooms*. Brac University, Dhaka, Bangladesh.
- [15] Novia, Jessica. 2017. *Retelling Short Story To Improve Students' Speaking Skill*. From Tanjung Pura University. Hal. 7
- [16] Nunan, David (Ed.). 2003. *Practical English Language Teaching*. New York: McGraw Hill.
- [17] Purwatiningsih. 2015. *Improving Speaking Ability Through Story Telling Technique by Using Picture Series*. Jurnal on English as a Foreign Language. Vol. 5. No. 1
- [18] Rachmawaty, Noor. 2010. *Does Retelling Technique Improve Speaking Fluency?*. TEFLIN Journal. Vol. 21. No. 1
- [19] Richards, Jack. 2008. *Teaching Listening and Speaking from Theory to Practice*. New York: Cambridge University Press.
- [20] Stoicovy, Catherine E. 2004. *Using Retelling To Scaffold English Language For Pacific Island Students*. The Reading Matrix. Vol. 4. No. 1
- [21] Thornbury, Scott. 2005. *How to Teach Speaking*. England: Pearson Education Limited, Longman.
- [22] Wright, Andrew. 1989. *Picture for Language Learning*. Cambridge University Press: United Kingdom.
- [23] Xu, Jianing. (2007). *Storytelling in the EFL Speaking Classroom, The Internet TESL Journal, Vol. XIII, No. 11, November 2007*. Retrieved from
- [24] <http://iteslj.org/Techniques/Jianing-Storytelling.html>

[doi.org/10.5281/zenodo.3376666](https://doi.org/10.5281/zenodo.3376666)