



Improving Speaking Ability Through Retelling Technique by Using Fables' Video at SMPN 4 Rejang Lebong

Aprian Kurniawan^(✉) and Edi Trisno

English Language Education Program, Faculty of Language and Art, Universitas Negeri Padang,
Padang, Indonesia

aprian.kurniawan24@gmail.com

Abstract. Speaking ability is the ability to express the information with the correct grammar, appropriate vocabulary, acceptable pronunciation, and related content to make people not misinterpret and misunderstand. However, several problems were found in primary research related to speaking ability. First, the students lacked the willingness to participate in teaching-learning and tended to be passive. Second, the students lacked vocabulary. Third, the students were hard to pronounce some words. Fourth, the students had problems building the correct. Fifth, the students took much time to think, pause, and sometimes did fillers when speaking. Last, the teacher still used the old method. This research aimed to increase teaching speaking quality through retelling techniques using fable's video. The design was action research and was conducted in grade 9 of SMPN 4 in Rejang Lebong, which consisted of 30 students. The researcher used instruments of observations, tests, field notes, and interviews to collect the data. The result showed that the students' speaking ability improved after learning through the retelling technique with the fables' video. It can be seen from the improvements of each cycle. The average score of the pre-test was 51.1. After the implementation in every cycle, the students' speaking scores improved. The students' average Scores of 62.4 in cycle 1 and 75.6 in cycle 2. It can be concluded that the retelling technique with fables' video can improve the students' speaking ability.

Keywords: Improving · Speaking ability · Retelling · Fable · Video

1 Introduction

Speaking is one of the skills that need to be taught by teachers besides writing, reading, and listening. Speaking skill can not be mastered easily because students have to know the terms of structures, grammar, and vocabulary. Speaking skills are considered an essential skill. It is supported by O'Malley & Pierce (1996) state that speaking seems to be an essential skill for a students to be mastered. Nunan (1991), The single most crucial aspect of learning a second or foreign language is mastering speaking skill. By mastering speaking skill, students are able to express their thoughts and ideas orally.

Hence, speaking is the only way of oral communication. In conclusion, speaking is an essential part of communication.

However, mastering speaking skill is not easy, especially at the junior high school level. The researcher did the observation in the classroom during the teaching and learning process before conducting the study. The problems were: First, students lack the motivation to participate in teaching-learning and tend to be passive. Second, the students lack vocabulary, which makes them hard to express their ideas or be active in the class. Third, the students are hard to pronounce some words because of their different mother tongue. Fourth, the students have problems building the correct grammar when they want to express their ideas. Fifth, the students take much time to think, pause, and sometimes do fillers when they are speaking. Last, the teacher still uses the old way and only uses text as media. So, the process of teaching-learning is ineffective for teaching speaking.

In solving the problems, The teacher needs to use appropriate media and effective ways by using techniques that can improve students speaking skill. One of the techniques that teachers can be used is the Retelling technique. According to Kissner (2006), the retelling is when a student orally tells what is remembered about the objects they saw, read, and watched. Further, Kalmbach in Stoicovy (2004) states the process of recalling what we've heard and read. In conclusion, the retelling is an oral production activity, which means this method requires students to build up the story by re-memorizing it in their own way based on what they watched, read, or heard. Koskinen et al. (1988) explained that retelling is an effective teaching strategy for encouraging students to communicate and improving oral language comprehension. So, this activity provides good English speaking practice in order to improve students' comprehension and understanding and build students' self-confidence in speaking early. The researcher applies this technique by using audio-visual that is represented by fable.

Related to the audio-visual as a method for teaching-learning, Winslow & Thomas (1962), Audio-Visual is a term that combines two words: audio, which refers to what we can hear, and visual, which refers to what we can see. The fable is the media used for the audio-visual presentation in the video. According to Gamble (2019), the fable is about animal characters, and inanimate objects are used to satirize the characters' human behaviour. Bonn (2010) supports it explains that a fable is an Animal or inanimate object with human characteristics that often serve as characters in fables. The researcher's purpose of using fable in teaching speaking is because fable can make students transfer ideas, remember, and understand the storyline easily. After all, the fable provides texts, illustrations, graphics, and how to pronounce the words. These factors are assumed to aid students in learning to speak since they are still new to speaking English. So, the teacher is expected the students to be able to speak for retelling the directly with their own words based on what they watched. In conducting the technique, the researcher applies this research in action research.

Numerous studies have been conducted on The use of the retelling technique to improve the speaking skill by the researchers. To begin with, Susanti (2016) investigated "Improving Students' Speaking Skill Through Retelling Comic Story At Grade XI TKR 1 Of SMK Negeri 2 Sungai Penuh", with the result showing that the students evidenced significant improvements in the students' speaking skill through retelling the comic

story. The second research was done by Hidayah (2016) researched, "Improving Students' Speaking Skill Through Retelling Technique Using Movie (A Classroom Action Research at the Eighth Grade of SMP Negeri 2 Grogol In 2013/2014 Academic Year. The finding showed that: the retelling technique using movies can improve students' speaking skill. In the third research, Handayani (2018) Investigated "Retelling Story Through Picture Series to Improve Students' Speaking Skill. The result showed that retelling the story by using picture series to improve students' speaking skill is effective. The fourth was conducted by Kusdianang & Bharati (2016), who examined "The Effectiveness of Retelling Short Story towards Students' Accuracy in Speaking Skill." The finding showed that story retelling could improve students' motivation in speaking ability of the second-semester students of SMAN Jatitujuh Majalengka academic year 2014/2015. The fifth research was by Purwatiningsih (2015) researched "Improving speaking ability through storytelling technique by using picture series." The study's findings indicated that the implementation of the technique was successful in improving the students' speaking ability. Regarding previous research, no researcher used the fable's video as the medium in teaching speaking through the retelling technique.

Based on the previous research above, the researcher is interested in finding out teaching through retelling techniques by using different media which as fables videos. Fable provides great visual stimulus for students, consisting of verbal such as sounds with texts and nonverbal presentations such as illustrations and graphics. Therefore, it can help stimulate students to become motivated to become active or critical, especially in choosing words. Regarding previous research, no researcher used the fables' video as the medium in teaching speaking through the retelling technique. In addition, the researcher intended to analyze how the implementation improved students' ability in retelling technique by using fable with the title: Improving Speaking Ability Through Retelling Technique By Using Fable at SMPN 4 Rejang Lebong.

2 Method

This research conducted collaborative classroom action research. According to Burns (2009), classroom action research is a kind of study which explain the effect of treatment on solving the problems in the classroom. It also described the entire process from the beginning of treatment until the effects of treatment that was given as an action. Arikunto (2009) Classroom action research is a study aimed at improving the quality of the classroom teaching and learning process. Classroom action research is conducted based on the problems in teaching processes. In addition, the researcher collaborated with the school's teacher. It means that both the researcher and the collaborator identify the reasons that contributed to the students' problems in speaking, find the solution, and then work together on the activities. In order words, the other teacher would observe when the researcher was teaching.

2.1 Respondents

The action research was conducted at SMPN 4 Rejang Lebong. It is located at Jalan Perbo Curup, Perbo, Kec. Curup Utara, Kab. Rejang Lebong Prov. Bengkulu. The subject of

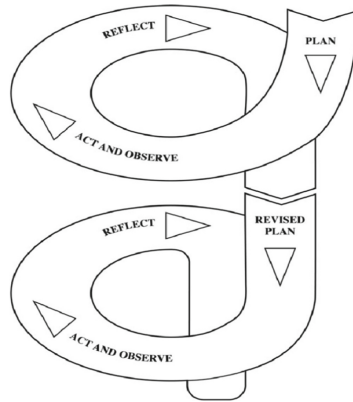


Fig. 1. Action Research Cycle Kemmis & McTaggart 2000 in Denzin & Lincoln (2018).

this research was IX grade students at SMPN 4 Rejang Lebong. The total class was consisting 30 students.

2.2 Instruments

The data in this research were collected through an observation guide, field notes, and speaking test performance. The data of this research were analyzed quantitatively and qualitatively. The qualitative data was collected in observation and field notes. Observation sheets and field notes are used in every meeting during the process of teaching and learning. In this case, the researcher works collaboratively with the teacher in collecting the data. The collaborator filled the observation guide based on the indicators stated in the sheet appropriate to the teaching-learning process. At the same time, field notes are also used to collect additional data which collaborators observe.

2.3 Procedure

This research was designed to be in cycles. The cycle model followed that of Kemmis and McTaggart's model 2000 in Denzin & Lincoln (2018), which is known as the cycle system (Fig. 1).

There is a cycle of activities consisting of planning, action, observation, and reflection in one cycle. The cycle consisted of 2 cycles after completing cycle 1. The researcher continues cycle 2 using the retelling technique to improve students' speaking ability. In this cycle, some revisions were done and focused on unsolved problems. Each cycle is conducted in fourth meetings. The last meeting was a test.

2.4 Data Analysis

2.4.1 Qualitative

The qualitative data were collected from the observation, and field notes. The data were analyzed based on the framework developed by Miles & Huberman (1984) to describe the significant data analysis phase. There were three phases:

Data reduction, The researcher arranged the data in a form that facilitated to be analysis. Besides that, the researcher also checked the completeness of the data. Read the gotten data from all of the instruments. Then, the researcher reduced the data by determining the important data and unimportant data; the complicated data were simplified.

Data display, After that, the researcher presented data in a simple form. The researcher interpreted the data and made the conclusion. In this case, the researcher described the condition of the teaching-learning process and the condition of students' participation while practising English based on the finding through observation sheets and field notes. After that, the researcher presented the data in the chart.

Conclusion drawing, the researcher and collaborator interpreted the result of the data and tried to make a conclusion or interpretation about this research. Finally, the researcher represented all of the data which had been analyzed in the written report.

2.4.2 Quantitative

Meanwhile, quantitative data was collected on test performance. Quantitative data will be presented in the form of a numeral report and are presented through charts. The form of a numeral report is used to find the progress of the students' improvement in speaking ability in each cycle. Furthermore, the students recorded of students' voices while doing the test and photographed the students' performance. The data which was analyzed in this research were: 1) the mean score of individual students spoken English performance score through speaking test performance, 2) the mean score of whole students' English ability through retelling technique, 3) the mean score of each speaking skill indicator. There were several steps done by the reacher in analyzing quantitative data. Those are;

Firstly, the reacher and collaborators did a speaking test performance in order to know their performance in speaking. It was hoped to give specific information about the students' speaking skill. The test included five indicators those are; pronunciation, grammar, vocabulary, fluency and content, which referred to fables' video. The score of each item ranges from 1 to 5. The maximum score is 5, while the minimum score is 0. But the range of the score will be 0 to 100. The researcher found the total score of the students by using this formula:

$$\text{Students Score} = \frac{AS}{\text{MaximumScore}} \times 100 \quad (1)$$

where:

AS = Achievement score (AS = V + P + G + F + C)

V = Vocabulary

P = pronunciation

G = Grammar

F = Fluency

C = Comprehension

After obtaining all of the students' scores, the researcher calculated all of the students' scores and the average for all indicators of speaking to see the average score gained by the students in speaking tests of each cycle and it was displayed in a chart that used to see the comparison of the mean from every cycle. The result was presented in the form of a chart. The researcher used a formula from Gay et al. (2019), as follows:

$$\bar{X} = \frac{\sum X}{N} \quad (2)$$

where:

X: The Mean Score

$\sum X$: The Sum of all Score

N: total number of students

Finally, the student's scores were displayed on the table of the distribution.

2.5 Indicator of Success

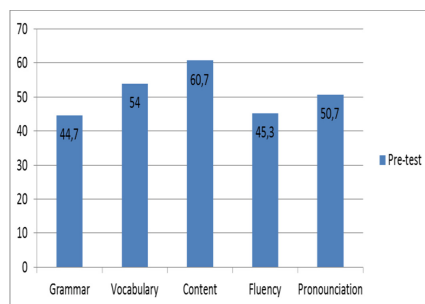
The use of the Retelling Technique By Using Fable's Video was effective in teaching speaking if more than 75% of students fell into the good category or got a score of more than or equal to (>70) in the speaking test. It was based on the criteria of score in Junior High School level (KKM), in which the students are classified to succeed if they reach the minimum score of 70.

3 Result and Discussion

3.1 Result

Before conducting the research, The pre-test was also conducted to gain the speaking scores on each aspect of speaking, such as grammar, vocabulary, content, fluency, and pronunciation. The purpose of the pre-test was to gather a detailed description of the students speaking ability. The pre-test instrument was about the Malin Kundang stories because they had learned about the narrative text about Malin Kundang. The students were asked to do retelling a story based on their memorization of the Malin Kundang story. The result score mean of the students was 51,1, and 80% of students were not passed in KKM.

Next, the teacher calculated the mean score of each aspect the students gained. The mean score of each indicator of speaking was presented in the chart below:

Chart 1 Students' Pre-test Mean Score of Each Speaking Indicator.

In the pre-test, The total Score for grammar indicated 44,7, vocabulary 54, content 60,7, fluency 45,3, and pronunciation 50,7. As you can see in the chart, most speaking indicators have a low score of under 60 points. There was only content that reached above 60 points.

The students' scores indicated that they had a problem with their speaking ability in the retelling technique. The finding can be concluded as follow; In the aspect of grammar, some of the students could construct the grammar quite accurately, but most of them still had a problem constructing it. In the aspect of vocabulary, some students had a little vocabulary to express their thought. In the aspect of content, most of the students had enough comprehension of the event. They could re-memorize, but they had no idea what to say. In the aspect of fluency, the problem of fluency is also related to a few of the students' vocabulary. In The aspect of pronunciation, some of the students could pronounce the words correctly, but most of them had mispronunciations because they were rarely using English.

Based on the pre-test conducted by the researcher, it can be identified that the speaking ability of the ninth-grade students in students of the speaking ability of grade IX B SMPN 4 Rejang Lebong was low. So, the researcher should implement the teaching technique that can overcome the problems to improve students' ability. The researcher designed the first cycle with the collaborator, and the first cycle consisted of fourth meetings.

3.1.1 Cycle 1

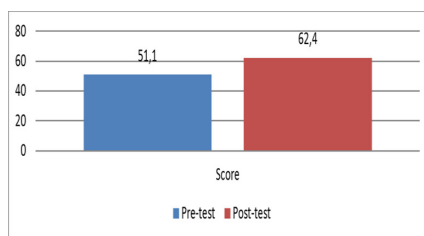
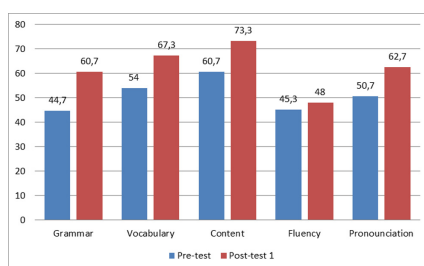
In the first meeting, in the pre-activities, the researcher explained the subject of the materials. Then, the researcher gave motivation, some questions to re-memorize the materials, and some questions that led to the materials. Next, the researcher explained the structure of the text narrative. In the while activity, the researcher discussed which part of orientation, complications, and resolutions with the students from the video. Furthermore, the teacher asked the students about parts of the video, such as characters' names and the places in the video. Next, the teacher asked the students to the group in pairs to discuss the story and make the story in their own words. After practicing, the researcher asked the students as volunteers to perform their work in front of the class in 1–2 min, but they did not want to perform because they felt ashamed. Last, The teacher gave feedback

on the performances during post-activities by correcting some mispronunciations and grammar errors. After that, the teacher rechecks their understanding of the materials for this meeting. Then, the teacher asked the students about the student's problems in this meeting. The students said they still had problems making past tense sentences, so they tended to copy the script shown in the video. Last, the teacher summarized the lesson for this meeting, told them to keep practicing, and told them the materials next meeting.

In the second meeting, the researcher started the lesson by reviewing the last material in the second meeting. As the researcher did at the first meeting, the researcher started to ask them some questions to lead them into the materials. Next, the researcher explained the grammatical structure of the past tense. After that, the researcher discussed finding verbs inside the clips shown in the video with the students. Regardless, the students answered some verb that was discussed by using Bahasa. After the discussion, the researcher asked the students to make a group that consisted of 5 people and gave them worksheets that had to be filled out. After practicing, the researcher asked the students as volunteers to perform their work in front of the class, but they still did not want to perform. Last, The teacher gave feedback on the performances at post-activities by correcting some mispronunciations. After that, the teacher rechecks their understanding of the materials for this meeting. Then, the teacher asked the students about the student's problems in this meeting. Some students said that they still hard pronouncing the words because their mother tongue was not suited for English pronunciation. Last, the teacher summarized the lesson for this meeting, told them to keep practicing, and told them the materials next meeting.

In the third meeting, the researcher started the lesson by reviewing the last material in the second meeting. As the researcher did at the first meeting, the researcher started to ask them some questions to lead them into the materials. Next, the researcher explained the direct and indirect speech. After that, the researcher discussed with the students to find direct or indirect speech on the video. After the discussion, the researcher asked the students to make a group that consisted of 3 people because three of them would be presented their work as storytellers, and the rest of them would be the characters. After practicing, the researcher asked the groups as volunteers to perform their work in front of the class, playing as roles of characters in the video. They have to act and show their emotions based on the characters in the video. After that, the teacher rechecks their understanding of the materials for this meeting. Then, the teacher asked the students about the student's problems in this meeting. Last, the teacher summarized the lesson for this meeting and told them to keep practicing how to pronoun the words.

In the fourth meeting, At the end of the cycle, the next meeting was a post-test speaking performance test. The students were asked to create their own stories based on the videos shown in the previous meeting. The researcher showed the video 2 times while the students made their own stories. Based on post-test 1, the data showed that the mean of students' post-test scores was 62,4. It meant that there was an improvement in this cycle. As you can see the detail of the improvement in the chart 4.3 on the following chart below:

Chart 2 Students' Pre-test and Post-test Scores.**Chart 3 Students' Pre-test and Post-test Mean Score of Each Speaking Indicator.**

The chart above shows the comparison of the student scores with the pre-test and cycle 1. In the pre-test, The total Score for grammar indicated 44.7, vocabulary 54, content 60.7, fluency 45.3, and pronunciation 50.7. In cycle 1, those indicators showed increasing scores in which grammar became 60.7, vocabulary 67.3, content 73.3, fluency 48, and pronunciation 62.7. It can be concluded that there were some improvements in indicators of speaking ability, but the speaking ability was still low. Although, the students were easier to understand the content of the video. As you can see from the score, the students still had grammar, fluency, and pronunciation problems. In other words, the students' speaking proficiency for all of the indicators had to be developed respectively in the next cycle.

In the observation part, the researcher found several problems while conducting cycle one. It could be summarized as follows: 1. The students were not confident in speaking English in front of the class; 2. The students fluently improved with several pauses; 3. The content was delivered accurately because the video is easier to understand but still made grammatical mistakes in delivering it; 4. The students were hard to pronounce new words because they were rarely practised; 5. The students had a low vocabulary to share their opinion about the content of the video. So, they were hard to make sentences because of not using appropriate vocabulary; 6. The students participated more in the speaking activities and got more chances to speak.

3.1.2 Cycle 2

In the first meeting, In the pre-activities, the researcher explained the purpose of the materials. Then, the researcher gave some questions for brainstorming with the students

that led to the materials. Next, the researcher explained the verb infinitive. During the while activity, the researcher showed them one of the fables videos, *The Bear and The Bees*. After that, the researcher discussed it with the students through the video clip by clip. The researcher paused every moment that improved the story. Then, they would be asked the students about the video and its purpose that happened in the video. Next, the teacher asked the students to make groups in pairs to discuss the story and make it in their own words, including the verb infinitives. When they did their work, the teacher moved around and went to the groups by groups to monitor them to order if they had problems or needed help. However, it took a long time for the students to make their own stories because they seemed new to them. Last, the researcher ordered them to practise with their partner in turn. After practicing, the researcher asked the students as volunteers to perform their work in front of the class. At this time, the students wanted to perform their work in front of the class. It meant that they already felt comfortable and had brave to retell their work in front of the class alone. At post-activities, the teacher asked the other students to give their comments on the students who had performed. After that, the teacher rechecks their understanding of the materials for this meeting. Last, the teacher summarized the lesson for this meeting, told them to keep practicing, and told them the materials next meeting.

At the second meeting, the researcher explained the adverb of time and the conjunction of time. During the while activity, the researcher showed two of the fable videos the titled was *The Lion, The Bear, and The Fox*. After that, the researcher discussed with the students through the two videos that they had watched to find which words related to the conjunction of time an adverb of time. The researcher also asked them for some words they knew, whereas the words did not exist in the video. After that, the researcher said the words and repeated the words with the students together. Next, the teacher asked the students to make groups in pairs to discuss the story and make it in their own words, including the adverb of time and conjunction of time. So, the sentences made by the students did not sound fragmented, and sentences were linked to each story. After practicing, the researcher asked the students as volunteers to perform their work in front of the class. At this time, the students wanted to perform their work in front of the class.

At the third meeting, the researcher modelled how to retell the video. Next, the teacher asked the students to make the story in their own words. When they did their work, the teacher moved around and went to the groups by groups to monitor them if they had problems or needed help. Last, the researcher was ordered to practice for 20 min. At post-activities, the teacher asked the other students to give their comments on the students who had performed. After that, the teacher reminded them to practice and prepare for the test at the next meeting.

In the fourth meeting, At the end of the cycle, the next meeting was a post-test speaking performance test. The students were asked to create their own story based on one of the videos shown in the previous meeting. The researcher showed the video 2 times while the students made their own stories. After that, the students were given 20 min to practice performing their work. The researcher provided pictures of every moment of the video. It was used as a handout that became their reference for their retelling story.

The data on Post-test 2 showed that the mean of students' scores post-test 2 was 75.6. It meant that there was an improvement in this cycle. The scores increased by 13.2 points compared with post-test 1. As you can see the detail of the improvement in the chart on the next page:

Chart 4 Students' Pre-test, Post-test, and Post-test 2 Score.

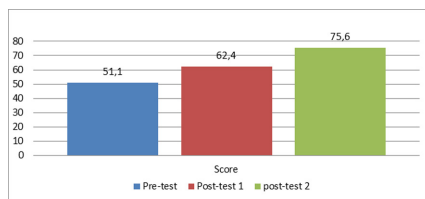
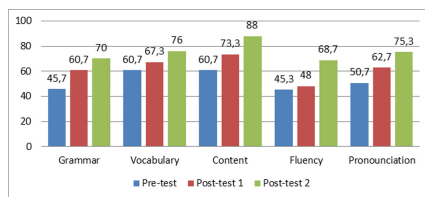


Chart 5 Students' Pre-test, Post-test 1, and Post-test 2 Mean Score of Each Speaking Indicator.



The chart above showed the score for grammar 70, vocabulary 76, content 88, fluency 68,7, and pronunciation 75,3 in cycle 2. As you can see above, the content was the highest score increased than the other indicators, and the lowest score was fluency because the fluency indicator was still new for them, and they needed to practice many times. Based on the figure above, it can be concluded that most of the indicators reached 70 points unless fluency.

As a result, the researcher inferred that the students speaking ability of grade IX B SMPN 4 Rejang Lebong had increased. In other words, post-test 2 reached the indicator of success which were more than 75%. It meant that the implementation of the research was successful.

3.2 Discussion

After being taught using fable's video, the students' speaking ability through retelling technique showed improvement. It could be seen from the students' test speaking performance scores in cycle 1 and cycle 2. In cycle 1, the mean of students' scores was 62,4, and in cycle 2, the mean of students' scores was 75,6 which 77% of students passed KKM's score. It was regarded as successful because the indicators of success were achieved which is 75% of students got a score of more than or equalled to (>70) in the speaking test.

The result of this studies was similart result with (Handayani, 2018; Susanti, 2016; Hidayah, 2016; Kusdianang & Bharati, 2016; Purwatiningsih, 2015). These studies found

that retelling techniques could improve the students speaking skills. These researches were in the same line with the research of this study that used retelling techniques as activities to improve students' speaking ability. However, the difference between these research was that the research study used video as media this research.

The use of fable's video provides many contributions to supporting this technique's effectiveness. Fable's video was made from the creator's imagination revealed in the animation video. Using the animation video helped the students imagine and memorize, so they will be able to arrange the story's content to improve their speaking. It is supported by Irmayani (2020) in his result that The use of animation movies through retelling technique was effective in improving speaking ability with the achievement of the students was better than conventional activity. In addition, Fitri et al. (2017) found that the retelling technique using video can be an alternative technique the teacher uses in teaching speaking. Also, Wijaya (2015), which the result describes that the use of animation movies made significant progress in the learning process of speaking. Based on the observations, the fable's video made the students interested in the materials and could easily understand their materials. Last, Hidayah (2016) found that the Retelling technique using movies can improve students' speaking skills, which covers some aspects: ideas, opinion, content, language, and delivery. In conclusion, the media helped the effectiveness of teaching-teaching learning. So they were not bored during the teaching-learning process.

In addition, the retelling technique by using fables' video also improved the students' motivation and confidence in retelling the story based on the observation in the cycle. It is same line with (Handayani, 2018; Kusdianang & Bharati, 2016; and Purwatiningsih, 2015). Results found that the retelling technique could increase the students' confidence and motivation.

Next, all The indicators of speaking had improved. Based on the result, most of the indicators reached more than > 70 points, the lowest indicator of speaking skill was fluency, and The highest score improvement of speaking indicators was content. The fable's video provided the moving animations with funny characters, which are animals who can talk, and the stories were easier to understand, which showed the critical scene.

From the discussion as mentioned above, the researcher's research is strengthened by the previous research result, where using fables' videos can improve students' speaking skills. Therefore, the retelling technique using video was effective to be implemented in learning to speak.

4 Conclusion

Retelling the fable's story could improve the students' speaking skills. It could be seen from the improvement of students' mean scores and students' indicator scores from pre-test, cycle 1, and cycle 2. In addition, all of the speaking indicators such as grammar, vocabulary, content, fluency, and pronunciation improved well. The highest score on speaking indicators was content because the fables' video was fun, and the story was easy for students to understand. Meanwhile, the lowest score on the speaking indicator was fluency because fluency was new for them, and they rarely practised their speaking skills.

Acknowledgments. The researcher would like to thank all those who have provided material support in completing this research. The researcher also would like to thank the supervisor who has provided full support and helped me during this research. Last, a great appreciation for the English teacher in SMAN 9 Rejang Lebong, who made many contributions to this research.

Authors' Contributions. Author 1 analyzes the data dan identifies each of the data based on the theory. Author 2 analyzes the finding and make sure those data are valid.

References

- Arikunto, S., Supardi, & Suhardjono. (2009). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara. [https://books.google.co.id/books?hl=id&lr=&id=-RwmEAAAQBAJ&oi=fnd&pg=PA1&dq=Arikunto,+Suharsimi.+2009.+Penelitian+Tindakan+Kelas+\(Classroom+Action+Research+Car\).+Jakarta:+Bumi+Aksara&ots=TCSiZV6et2&sig=RYgUrYEaKti5jiCzQM_n2p3NesY&redir_esc=y#v=onepage&q&f](https://books.google.co.id/books?hl=id&lr=&id=-RwmEAAAQBAJ&oi=fnd&pg=PA1&dq=Arikunto,+Suharsimi.+2009.+Penelitian+Tindakan+Kelas+(Classroom+Action+Research+Car).+Jakarta:+Bumi+Aksara&ots=TCSiZV6et2&sig=RYgUrYEaKti5jiCzQM_n2p3NesY&redir_esc=y#v=onepage&q&f)
- Burns, A. (2009). *Doing Action Research in English Language Teaching: A Guide for Practitioner*. In *New York: Routledge*. <https://doi.org/https://doi.org/10.4324/9780203863466>
- Denzin, N. K., & Lincoln, Y. S. (2018). The Sage Handbook of Qualitative Research. In *Synthese* (Vol. 195, Issue 5). <https://doi.org/https://doi.org/10.1007/s11229-017-1319-x>
- Fitri, S., Komariah, E., & Heriansyah, H. (2017). Improving Students' Speaking Skill By Retelling Technique Using Video (An Experimental Study at the Second Grade Students of MTsN Kuta Baro Aceh Besar). *Research in English and Education (READ)*, 2(3), 36–45.
- Gamble, N. (2019). *Exploring Children's Literature: Reading for Knowledge, Understanding and Pleasure*. London: Sage Publications Inc. [https://books.google.co.id/books?hl=id&lr=&id=7aKaDwAAQBAJ&oi=fnd&pg=PP1&dq=Gamble,+N.+\(2019\).+Exploring+Children'+s+Literature:+Reading+for+Knowledge,+Understanding+and+Pleasure.+Sage.&ots=XGFajnYQVv&sig=JMIOeYx-MTPB7Ma8zxx-wRP42yY&redir_esc=y#v=onepage&](https://books.google.co.id/books?hl=id&lr=&id=7aKaDwAAQBAJ&oi=fnd&pg=PP1&dq=Gamble,+N.+(2019).+Exploring+Children'+s+Literature:+Reading+for+Knowledge,+Understanding+and+Pleasure.+Sage.&ots=XGFajnYQVv&sig=JMIOeYx-MTPB7Ma8zxx-wRP42yY&redir_esc=y#v=onepage&)
- Gay, L. R., Mills, G. E., & Airasian, P. (2019). *Educational Research*. Columbus, Ohio : Pearson.
- Handayani, U. H. (2018). *Retelling Story Through Picture Series To Improve Students' Speaking Skill*. The State Islamic University Sultan Maulana Hasanuddin Banten.
- Hidayah, R. S. (2016). *Improving Students' Speaking Skill Through Retelling Technique Using Movie (A Classroom Action Research at the Eight Grade of SMP Negeri 2 Grogol In 2013/2014 Academic Year)*.
- Irmayani. (2020). the Effectiveness of Animation Movie Through Retelling Technique To Improve the Students '. *Journal of Literate*, 1(02), 41–53.
- Kissner, E. (2006). Summarizing, Paraphrasing, and Retelling Skills for Better Reading , Writing , and Test Taking. *Heinemann Educational Books.*, 145.
- Koskinen, P. S., Gambrell, L. B., Kapinus, B. A., & Heangthinton, B. S. (1988). Retelling: A Strategy for Enhancing Students' Reading Comprehension. *The Reading Teacher*, 41, 892–896. <https://eric.ed.gov/?id=EJ370156>
- Kusdianang, P. E., & Bharati, D. A. L. (2016). Improving Students ' Motivation in Speaking Ability By Story Telling. *English Education Journal*, 6(2), 1–9.
- Miles, M. B., & Huberman, A. (1984). *Qualitative Data Analysis*. Newbury Park: Sage.
- Nunan, D. (1991). *Language teaching methodology: a textbook for teachers*. Prentice Hall.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Massachusetts: Addison-Wesley. <https://doi.org/https://doi.org/10.2307/3587987>
- Purwatiningsih. (2015). Improving Speaking Ability Through Story Telling. *Journal on English as a Foreign Language*, 5(1), 57–66. <http://e-journal.iain-palangka.ac.id/index.php/jefl/article/view/93>

- Stoicovy, C. E. (2004). Using Retelling to Scaffold English Language for Pacific Island Students. *The Reading Matrix*, 4(1).
- Susanti, D. R. (2016). *Improving Students' Speaking Skill Through Retelling Comic Story At Grade XI TKR 1 Of SMK Negeri 2 Sungai Penuh*. Padang State University.
- Wijaya, H. R. (2015). *Improving the Speaking Learning Process of Seventh Grade Students of SMP N 1 Kebonagung Pacitan in the Academic Year of 2014/2015 Through Animation Movies*.
- Winslow, K., & Thomas, J. S. (1962). *Audio Visual Defination and Aids* (p. 3). Chicago: American Society of Planning Officials.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

