

**THE EFFECTIVENESS OF RETELLING STORY
TO IMPROVE STUDENTS' VOCABULARY AT
THE EIGHT YEAR OF SMPN 8 PALOPO**



THESIS

Submitted to English Language of S1 Tarbiyah Department
of State College for Islamic Studies in Partial
Fullfillment for Degree of S.Pd
in English Education

IAIN PALOPO

Composed By,
Ismail Irwan
Reg. Num. 09. 16. 3. 0176

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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(STAIN) PALOPO
2014**

THESIS APPROVAL

This thesis entitled “**The Effectiveness of Retelling Story to Improve Students’ Vocabulary at the Eight Year of SMPN 8 Palopo**” which is written by Ismail Irwan, students ID 09.16.3.0176, English SI Study Program of Tarbiyah Department of State College For Islamic Studies and has been examined and defended on Friday, December 2nd 2013 coincided with 28 Muharram 1435 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, 11 March 2014
28 Muharram 1435

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Marchth 2014

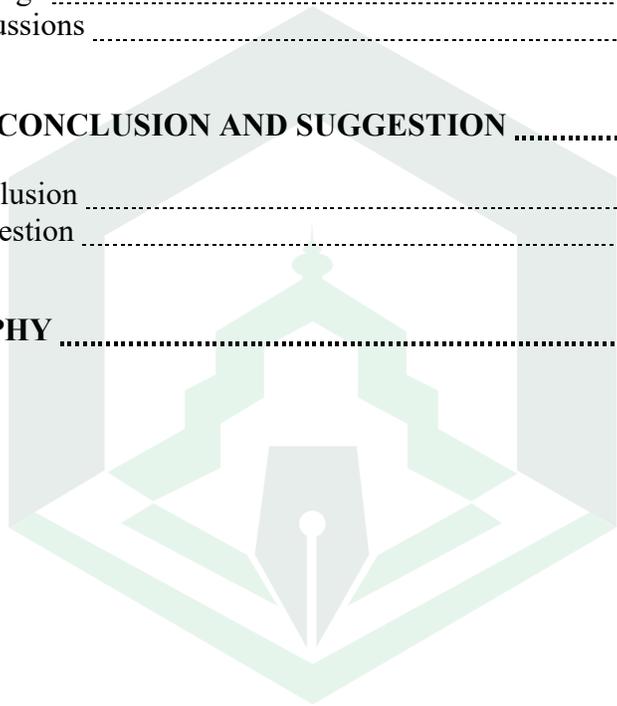
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ABSTRACT

Ismail Irwan, 2014: “The Effectiveness Of Retelling Story To Improve Students’ Vocabulary At The Eight Year of SMPN 8 Palopo”. Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Consultants Wahibah, S.Ag., M.Hum. and Muhammad Irfan Hasanuddin, S.Ag., MA.

Key Word : Effective, Retelling Story, Vocabulary.

This thesis studies about the effectiveness of Retelling Story in teaching vocabulary at the eight year of SMPN 8 Palopo. The problem statements are: Does the use of retelling story improve students’ vocabulary at the eight year of SMPN 8 Palopo? and How is the students’ response toward the use of retelling story in improving students’ vocabulary at the eight year of SMPN 8 Palopo?. The objectives of the research are to find out whether or not retelling story improve students vocabulary and to know the students’ response toward the use of retelling story in improving students’ vocabulary.

This research was using experimental method which involved the eight year students of SMPN 8 Palopo. The researcher used pre-test and post-test design. This research was under taken at the eight year students of SMPN 8 Palopo. The number of population were 217 students and researcher took 32 students from class VIII as samples using random sampling technique.

The writer used test and questionnaire as instruments of the data collection. Total of test is 30 which vocabulary. Pre-test used to know the students’ vocabulary before treatment and post-test after treatment.

The result of this research showed that there were significant improvements at the Eight Year of SMP Negeri 8 Palopo after conducting the treatment. It means that Retelling Story gives significant in improvement students’ vocabulary. In addition, the writer aims to find out students’ vocabulary improvevent by Using Retelling Story at the eight year students of SMPN 8 Palopo.

CHAPTER I

INTRODUCTION

A. Background

Teaching language certainly involves many things the teacher should know before conveying material. One of the important things is using media and memorizing words that has same meaning. As in common that media in instructional educative is used to make communication running well especially in teaching-learning process¹. There are many methods the teacher can use in teaching learning process. The method by which students are taught must have some de-motivated, whereas if they have confidence in the method they will find it motivating. But perhaps this is the most difficult area of all to be certain of. The teacher said earlier that a really motivated student will probably succeed whatever method (within reason) is used. It is also true that different students are more or less sympathetic to any particular method depending upon their expectations. Never the less the researcher believes that the use of retelling story can improve students' vocabulary achievement.

Language is a tool to convey idea to get goal. The important thing is how to deliver it in order people can understand it. In this case the students need many vocabularies. If they want to learn language; of course they have to memorize many

¹ Ahmad Rohani, *Media Instruksional Edukatif*, (Cet. I; Jakarta; Rineka Cipta, 1997), p. 1.

vocabularies before. So, it is not wrong if Fuller as quoted by Syahrudin El Hajj said that "there are only two things that you really need to learn when you study a foreign language; words, and how to put them together to create a good sentence. You just cannot learn a language without learning words-lost of them.² Then words are very important for all of people who will master English rightly and fluently.

As a teacher and a learner, they have to master vocabulary in order to make learning-process run well. So, as a teacher also has to prepare anything before starting to teach. Besides that, the teacher has to know about material, methodology, strategies in teaching and any other. Mastering vocabulary is really important in learning language, English is a language that people in all over the world learn it. As a foreign language Indonesia, English consist in four macro skill like listening, writing, reading and speaking skill.³ And we have to master in vocabulary because they couldn't not separate each other.

Many reasons why some students feel bored in the class. Some others claim to feel bored because of our teaching performance (Perhaps to stiff, subtle, unclear, unaccommodating, uncommunicative, not interactive etc), or our teaching material are extremely tedious or monotonous. This may happen since many teacher never presume that some of their students are perhaps more knowledgeable or skillful than the teachers themselves matters.

² Syahrudin El Hajj, *Smile English Book A Practical Guide*, (Makassar, Samagora Study Club (SSC), 2004), p. 5.

³ Djalius Syah, *International English Conversation* (Jakarta: Rineka Cipta. 2000), p. 250.

The most difficult thing to deal with the first time of teaching is not to deliver the subjects of study, since many teachers have been familiar with them, and even we can prepare and rehearse them again within a few days before teaching. It is actually how to manage our self at the time of teaching, more than just to deliver the materials

As a teacher, they must know how to choose correct method or technique to teach the material in order to make the student feel comfortable and motivated in learning. Teaching learning process, needs skill communication. The teachers must realize if the same method is used all the time, it can build a barrier to learning. The teacher needs to be aware of at all times. To be effective teachers, they need to be on top of thing at all times and to be interesting or amusing to the audience.

Researcher has shown that media has superiority to help teachers to deliver learning message that faster and easier for students and then by retelling story student easy to improve their vocabularies and not difficult by teacher make students memorize many words. Media has a story positive and can change the students' behavior to be creative and dynamic. The role of media is needed in learning process where media is not as a tool but as a part of integral in educational system and learning process⁴. With Retelling story has much advantage or benefit the in which the students can receive, The importance of retelling stories is that it allows students to learn to organize and describe events, which enhances reading comprehension.

⁴ Asnawir dan Basiruddin Usman, *Media Pembelajaran*, (Cet. I; Jakarta: Ciputat Pers, 2002), p. 1.

Story retelling provides ELL an opportunity to analyze stories and build oral language as they acquire related vocabulary⁵

In teaching learning process, especially English learning there are many methods the teachers can use. One of them is retelling English story. This method is very effective in English learning process, because it can make interactive situation in the class. So, the students can improve their ability in English language, especially for improving their vocabulary. The children who were told the story were more capable of retelling the story. They told longer and more detailed stories, employed more diverse vocabulary, and used more story conventions. Retelling stories also encouraged the students to retell the stories on their own and at home, an important confidence and language building activity. Furthermore, children will often seek out the stories they heard in text form.⁶

Story retellings require the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand. Retellings build story comprehension. Retellings help children rethink their way through a text, thereby enhancing their understanding⁷

⁵ Justine Brandi-Muller, *Retelling Stories*, [http:// www. colorincolorado. org/ article/ 13282/](http://www.colorincolorado.org/article/13282/), 2013.

⁶ Molly M. Caton, Linda K. Crowe, *Comparison of Preschool Children's Story Retelling Following One Versus Three Exposures to an Unfamiliar Story*, [http:// storytellingblog. letstellstories. com/ 2011/ 10/ benefits- for-children-of-retelling.html](http://storytellingblog.letstellstories.com/2011/10/benefits-for-children-of-retelling.html).

⁷ Owocki, [http:// www. nationalservicerresources. org/ filemanager/ download/ learns/ spr 2003. pdf](http://www.nationalservicerresources.org/filemanager/download/learns/spr2003.pdf).

In application, this method is very easy to use. and has many advantages. Retelling English story has advantages such as: can be creative, does not like feel hard work, very useful for changing attitudes, students can critics each other's view and not the person, and others. The teacher can use this method to improving students vocabulary.

Retelling is defined as post reading or post listening recalls in which readers or listeners tell what they remember either orally or in writing or illustrations⁸ Retellings add considerably to our understanding of students' comprehension because they provide a view of the quantity, quality, and organization of information constructed during reading or listening. As the text recall through retelling is natural for children, it does not necessarily bias them to process text in a particular way, as questions do⁹. The teacher can apply this method, because they can make direct interaction with students. That is the important thing in improving students vocabulary.

Based on the assumption above, the researcher tries to find out the correct method in improving students vocabulary of SMPN 8 Palopo. The title of research is "The Effectiveness of Retelling English Story to Improve Students' Vocabulary at the

⁸ Kalback. *Using Retelling to Scaffold English Language for Pacific Island Students*, <http://www.readingmatrix.com/articles/stoicovy/>, 1986. Accessed on December 25th, 2013.

⁹ Lipson & Wixson, 1997, *Using Retelling to Scaffold English Language for Pacific Island Students*, <http://www.readingmatrix.com/articles/stoicovy/>, 1997. Accessed on December 25th, 2013.

Eight Year of SMPN 8 Palopo”. This research is hoped to give contribution especially for SMPN 8 Palopo in improving Vocabulary.

B. Problem Statement

Based on the background above, the writer formulates the research question as follows:

1. Does the use of retelling story improve students' vocabulary at the eight year of SMPN 8 Palopo?
2. How is the students' response toward the use of retelling story in improving students' vocabulary at the eight year of SMPN 8 Palopo?

C. Objective of the Research

Based on the research that set above the writer states the specific objective of this research : This research aims both finding out whether or not the students vocabulary can be improved when using retelling story and how the students' responses retelling story.

D. The Significance of the Research

In writing this research, it is expected to be useful information for all elements;

1. Theoretical advantage, the institution where the research take a place (SMPN 8 Palopo) can use this step as reference strategy of learning vocabulary the skill of the students.

2. Practical advantage teachers and students at the SMPN 8 Palopo can use this step to improve the quality of study and students can improve and development method to improve their vocabulary.

3. Readers and all people can improve their English skill especially by improving vocabulary through retelling English story. It can be reference in English teaching and can develop knowledge.

E. Scope of the Research

The scope of the research restricted to vocabulary teaching through retelling English story at the eight year students' of SMPN 8 Palopo. Retelling English story used here to make students and teacher become creative in learning and teaching process, which the writer has to be creative in making it interesting for students in learning vocabulary. It's emphasized on content words namely, Noun, Adjective, Verb and Adverb. And the researcher uses fiction story with topic: Hard Decision, The Crocodile, Ragunan Zoo and The Island of Bali.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies on Related Research

Before explaining more about the review of related literature, the researcher will suggest some documentations about relevant previous related research findings with the content or the aim of the research it this research. In this research the researcher will focus to analyze of the effectiveness of retelling English story to improve students' vocabulary, so it's have aim to how make stories can change learning process is active than usual.

There are some relevant previous related research findings with this research are:

1. The research by Basri on entitled "*Improving Vocabulary Through Letter Game At The Eight Year Students of Pesantren Modern Datok Sulaiman Putri Palopo*" describe that using letter game, make students easier to memorize vocabularies.¹
2. The research by Jumarni entitled "*Improving Students Vocabulary Through Synonyms Word At The Second Year Students of SMP Muhammadiyah Palopo*" revealed that is improving students vocabulary by synonym and different with this

¹ Basri, *Improving Vocabulary Through Letter Game At The Eight Year Students of Pesantren Modern Datok Sulaiman Putri Palopo*, Thesis S1, (Palopo: STAIN, 2009).

research, and this research invited students to be active looking for the synonym every words.²

3. The research by Rahma Bulan entitled “*The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang*” The research focused is how to use picture in order to improve students vocabulary, and by this method students isn’t bored to study English because by picture students can study with relax.³

This part presents some concepts about effectiveness, retelling story, and Vocabulary.

B. The Concept of Effectiveness

1. Definition

Oxford dictionary writes, that effectiveness is producing the result that is wanted or intended⁴. Effectiveness related to achievement of study, or in connection with result what we want to get. Effectiveness means that materialized a result of what we wanted, and the presence of good result than before.

Effectiveness means the capability of, or success in achieving a given goal. contrary to efficiency, the focus of effectiveness is the achievement as such, not the

² Jumarni, *Improving Students Vocabulary Through Synonyms Word At The Second Year Students of SMP Muhammadiyah Palopo*, Thesis S1, (Palopo: STAIN, 2010).

³ Rahma Bulan, *The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang*, Thesis S1, (Palopo: STAIN, 2008).

⁴ Oxford, *Oxford Learners Pocket Dictionary*, (New York : Oxford University Press, 2003), p. 18.

resources. Spent has to be efficient, but anything that is efficient also has to be effective⁵.

Based on opinion above, the intended results are the ability of students in English be better, for example Capability of students for speaking and the students, can understand well what the communicator said.

2. Effectiveness of Using a Method

Effectiveness of using a method could be seen as a correlation between method and all teaching components that have been programmed. Utilization a method where is not connected with teaching purposes will be concentrating to get formulation purposes. Many materials of teaching only waste the time because of method.

Some of indicators a method are not effective in application:

- 1) The students could not concentrate
- 2) The students are bored and restless
- 3) The students are not enjoy getting material
- 4) There is not spirit / motivation to study
- 5) The students do not master of material have been given by the teacher.

In teaching learning process, the use of method can support the teacher in achieving his purposes.

⁵ <http://en.Wikipedia.org/wiki/effectiveness>.

According to Lozanov, as quoted By Stephen D. Krashen the effective method has three elements:

- 1) An attractive classroom (with soft lighting and a pleasant classroom atmosphere).
 - 2) A teacher with a dynamic personality who is able to act out the materials.
 - 3) A state of relaxed alertness in the students⁶.
3. Characteristic school

The push for greater school effectiveness has become a national growth industry, generating hundreds of research studies as well as thousand discussion paper and district level improvement plans. This section describes some of the most important finding from this vast float of materials.

a. Effective Teaching

One conclusion supported be recent research on effective instructional practices. Studies that focus on this idea are referred as affective teaching or effective instruction research.

b. Classroom Management

Research on classroom management indicates that effective teacher utilize a variety of techniques to develop productive discipline and to motivate students.

Effective teachers do the following:

⁶ Stephen D. Krashen, *Principle and Practice in Second Language Acquisition*, (New York: Princitce-Hall Internasional, 1987), p. 144.

- (1) They make sure that the students know what the teacher will not tolerate.
- (2) They make sure that students know what to do if they need help or if they complete assignment early.
- (3) They give students assignment of sufficient variety to maintain interest.
- (4) They monitor the class for signs of confusion.
- (5) They use variations in eye contact, movement, and academic activities to focus attention during classroom.
- (6) They do not respond to discipline problems emotionally.
- (7) They arrange the physical environment to complement their instructional objectives and methods.
- (8) They provide a smooth transition between activities.

3) Effective Instruction

Identification of what appear to be the most important considerations in delivering instruction effectively. Some of the considerations emphasized in recent research are as follows:

- (a) Effective teachers provide an overview of what is to be learned.
- (b) Readiness activities emphasize the linking of new information vocabulary.
- (c) Explanations are provided of example utilized in instruction.
- (d) Students engage first in guided practice and then in independent practice.

4) Grouping of students

Grouping of students for effective instruction is complex and controversial. A common strategy in the past has failed to improve the performance of low achievers. On the other hand, heterogeneous grouping generally has not been successful unless it has utilized effective individualized and small group methods that allow students to proceed at their own pace. Unfortunately, individualized, continuous, progress instruction has seldom succeeded because it requires an enormous amount of planning, effort and instructional resources to be effective.

C. Method

1. Concept of method

Everything that should do definite have aim and how in order the aim can get by maximal target these people must have method it seems that in teaching listening to mastering language have to has method. Method was defined as an overall plan for systematic presentation of language based a select approach⁷. A plan in teaching process need as describing to get the plan. Where relation between tech and method very influence the target will be get. Teaching is showing or helping someone to learn how to do something, giving information, guiding in the study of something, providing with knowledge, causing to know or understand⁸.

⁷ Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching*, (United Stated of America. University Press, 2002), p. 9.

⁸. Douglash Brown. *Principles of Language Learning and Teaching*, (United Stated of America, 1980), p. 7.

Students achieve course need influence in order they can achieve in long memory and in order students attract to learn a teacher have interesting technique. For most researcher and practicing teachers, a method as asset of theoretically unified classroom techniques though to be general across a wide variety of contexts and audience⁹. And a classroom will be attract for students, it's depend how a teacher make management class appropriate by their capable.

Teachers in use a method have to appropriate by procedure useful method. Most of professional though teaching methodology as branch of science who cannot independent, by function as help the other sector in teaching process, it's have neutral and general characteristic. The useful it's based judgment like that:

1. Always be oriented at aim.
2. Not just hart at only alternative
3. Often to useful as a combination from various method; and
4. Often to useful changes from one method to the others method¹⁰.

2. The role of method in teaching process

Many teachers when enter into classroom don't know what should do and how they deliver their material in order students attract by use effectively time. And to overcome that teachers have to have strategy. Where a strategy may be defend as a particular method of approaching a problem or task. A mode of operation for

⁹. Op.cit. Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (United Stated of America. University Press, 2002), p. 9.

¹⁰. Syaiful Bahri Jamal. *Guru dan Anak Didik Dalam Interaksi Edukatif*, (Cet. I; Jakarta, PT Rineka Cipta, 2002), p. 184.

achieving a particular and planned design for controlling and manipulating certain information¹¹. Where teaching and learning process will be success if output can carry revolution in knowledge, knowing and skill at students. So, before teaching teacher need to plan what they do in classroom. Harmer includes the following elements in a lesson plan.

- a. Description of the class
- b. Recent work
- c. Objectives
- d. Contents (context, activity and class organization, aids, language, possible problems).
- e. Additional possibilities¹²

Before make plan what method have to apply teachers have to know the condition objective of students, until can make plan appropriate by students need. Planning can be regard as process of transformation during with the teacher creates ideas for a lesson based an understanding of learning needs, problems, and interest, and on the content of the lesson itself¹³. Where planning is often viewed as a key aspect of teaching a successful lesson.

¹¹. *Op. Cit.* Douglass Brown. *Principles of Language Learning and Teaching*, (United Stated of America, 1980), p. 81.

¹² *Op. Cit.* Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (United Stated of America. University Press, 2002), p. 27.

¹³*Ibid.* p. 27.

Before teacher apply the technique they have know the students need in order the aim of learning able to get by effectively. Choosing the appropriate technology assisted technique is like choosing any other technique, study the needs of your students a determine what your purpose is before you devise or apply the technique¹⁴.

Make some planning to teach is an essential component before teach or enter into classroom. So, by the plan what target who can get by students in order the students have life skill, as personal skill, social skill, and academic skill. Daily lesson planning can benefit English in the following ways:

- a. A plan can help the teacher think about content, materials, sequencing, timing, and activities.
- b. A plan provides security (in the form of a map) in the sometime unpredictable atmosphere of a classroom.
- c. A plan is a long of what has been taught
- d. A plan can help a substitute to smoothly take over a class when the teacher cannot teach¹⁵.

Based above plan is a significant instrument to get the aim of teaching and learning process, and it must to do by all of the teacher then able to make learner more active and clever then teacher duty to do suitable by procedure education.

¹⁴ Janie Duncan. *Technology Assisted Teaching Technique*. p. 122.

¹⁵ Op-cit. Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching*, United States of America. University Press, 2002. p. 31.

D. Story

In Oxford Learners Pocket Dictionary define that story is the description of past or imaginary events. Other definition, story is observed and narrated.¹⁶

1. Classification of Story¹⁷

Story is classified as fiction, non fiction, and historical fiction.

- a. Fiction is literary about imaginary people and events
- b. Non fiction is literary about real people and events.
- c. Historical fiction is literature based on real people or events, but containing imaginary event or character within the story.

2. The Main Types of Story

There are many different types of story, with different labels. The most generally include:

a. Story

Story is the telling of happening or connected series of happenings, whether true or fiction; account; notation.

b. Narrative

Narrative is the broadest sense of anything told or recount: more narrowly, something recounted in the form of a story; account; tale.

¹⁶ Oxford University Press, *Oxford Learner's Pocket Dictionary* (Ed. I; New York: 2003), p. 426.

¹⁷ Deidre Fulton. *Short Story*. Online. http://www.en.wikipedia.org/wiki/short_story, accessed on Wednesday 3 October 2013.

c. Springboard Story

A springboard story is a story that enables a leap in by understanding by the audience so as to grasp how an organization or community or complex system may change. A springboard story has an impact not so much through transferring large amounts of information, but through catalyzing understand. It enables listeners to visualize from a story in one context what is involved in a large scale transformation in an analogous context.

d. Anti-Story

An anti-story is a story that arises in position to another. Any story that has significant impact in a group or organization will give rise to similar stories. Anti story is aim at undermining original story. As often pointed out by Dave Snowden, an anti stories can arises as a negative or cynical counter to stories of official goodness. But it is not limited to the situation of stories of official guides. It also arises in response to negative or cynical stories where again the intent is to undermined the original story.

The phenomenon anti story one tells the scene then becomes a battle between competing stories. The competing stories may co exist for an extend period, or one story may overcome the other and become the accepted of what is going on.

3. Form of Story

The forms of story that are originally oral and to some extend enduring Either through being told and retold, or trough being written dawn include:

a. Fable

Fable is a fictitious to teach moral lesson; the characters are usually talking animals.¹⁸

b. Parable

Parable is short, simple story usually of an occurrence of familiar kind, from which a moral or religious lesson may be drawn.

The word “parable” comes from the Greek “rapboan” (Parabole), The name given by Greek rhetoricians to any fictive illustration in the form of brief narrative. Later it came to mean a fictitious narrative, generally referring to something that might generally occur, by which moral matters might be conveyed.¹⁹

A parable is a brief, succinct story, in prose or verse that illustrates a moral or religious lesson. It differs from a fable in that fables use animals, Plants, inanimate objects, and forces of nature as actors while parables Generally bare stories featuring human actors or agents.

Parable is one of the simplest of narratives. It sketches a setting, Describes an action, and shows the results. It often involves a characters facing a moral dilemma, or making a questionable decision and then suffering the consequences of that choice.

c. Myth

Myth is traditional story of unknown authorship, ostensibly with a historical basis, but serving usually to explain some phenomenon of nature, the origin of man of

¹⁸ Krasicki. *Fable and Parable*. Online. <http://www.en.wikipedia.org/wiki/fable>. accessed on Wednesday 3 Oktober 2013.

¹⁹ John P. Meier. *Parable*. <http://www.en.wikipedia.org/wiki/parable>. accessed on Wednesday 3 Oktober 2013.

the customs, institutions, religious rates of people; myths usually involve the exploits of God and heroes.

d. Legend

Legend is a story handed down for generation among people and popularity believed to have historical basis, although not verifiable.

4. Stories in Written Literature

Stories in written literature include:

a. Short Story

Short story is a fictitious literary composition in prose or poetry, shorter than a novel; tale.

b. Novella

Novella is relatively long fictional prose narrative with a more or less complex plot or pattern of event about actions, feelings, motives of group of characters.

c. Epic

Epic is long narrative poem in a signified style about the deeds of traditional or historical hero or heroes, with certain formal characteristics.

d. Drama

Drama is literary composition, that tell the story usually of human conflict, by means a dialogue and action, to be performed by actors; play; new often any play that is not comedy.

e. Tragedy

Tragedy is a serious play or drama typically dealing with the problems of central character; leading to unhappy or disastrous ending brought on, in ancient drama by fate and tragic flaw in this character or in modern drama, usually by moral weakness psychological maladjustment or social pressure.

f. Comedy

comedy is originally a drama or narrative with a happy ending or no tragic theme, for example Dante's divine comedy; more recently with a more or less humorous treatment of characters and situation and a happy ending.

g. Farce

farce is exaggerated comedy based on broadly humorous or highly unlikely situation.

h. Parody

Parody is a literary or musical work imitating the characteristic style of some other work or of writer or composed in a satirical or humorous way usually by applying it to an inappropriate subject.

i. Satire

Satire is a literary work in which vices, follies, stupidities or abuses are held up to ridicule and contempt.

E. Retelling Story

1. Definition of retelling story

Retelling provides an opportunity for readers to process what they have read by organizing and explaining it to others²⁰. Retelling develops students' vocabulary because they must identify crucial points and the supports information. It also reinforces sequencing since it demands remembering information, events and process. It encourages interacting with the text from a variety of perspective, their own, their audience's and the author's. Retelling supports good reading because students must engage in repeated readings of the text, which supports fluency. Naturally, retelling is its own form of assessment, since the students recitation confirm his/her reading of it and reveals the extend of his/her comprehension.

The advantages using story telling technique for teaching English vocabulary that has described by Musthafa (2008:9) "Listening stories is a shared social experience. Children share laughter, sadness, excitement and anticipation. This builds confidence and encourages social and emotional development."

1. Children enjoy repeated listening to stories. This encourages language acquisition.
2. Stories provide a meaningful context for the introduction of new language.
3. Listening to stories develops listening, comprehension, and concentration skills.

²⁰ Subramanian A. *Retelling Story*. Online. <http://www.waze.net/oea/activities/1>. accessed on Wednesday 3 Oktober 2013.

4. Stories create opportunities for continuity in children's learning.²¹

Researcher indicates that retell increases both the quantity and quality of what is comprehended. Teacher can use retelling as a way to build silent reading fluency at to measure comprehension. Having a student retell allows a teacher to assess a students' understanding. Retelling story allows teacher to gain insight into what a student views as important and also how the students organizes the information. A checklist of what is to be covered is helpful as the students retell the story. This strategy can determine whether the students knows the main idea, can make inferences, identify concept, make generalizations, and connect to the text.

Retelling story is telling story that use our own words after reading from a book, magazine, etc. or hearing from someone, radio, etc. it done strategy to boots or improves .students speaking skill.

Retelling a story in one's own words (rather than reciting a text from memory) provides oral fluency practice. Story telling is common human activity which can be enjoyable, especially if the material is interesting.²²

Retelling story is an activity to help the students focus on their understanding of what they read and challenges them to communicate what they have learned to others. Retelling can come in the form of an presentation or a written assignment and features the main components of characters, setting, problem, events, solution and

²¹ Musthafa, Bachrudin. (2008). *Teaching English to Young Learners: Principles & Techniques*. Bandung: Indonesia University of Education (UPI).

²² *Ibid.*

theme. The easy to remember handprint will help the students to organize their thought and information as they prepare to retell their stories.²³

2. The beneficial of retelling story

A recent study with students showed that children who were told a story rather than read a story had greater comprehension of the story. When asked to retell the story, the children who were told the story were more capable of retelling the story. They told longer and more detailed stories, employed more diverse vocabulary, and used more story conventions. Retelling stories also encouraged the students to retell the stories on their own and at home, an important confidence and language building activity. Furthermore, children will often seek out the stories they heard in text form. Their familiarity with the stories then aids them in reading the stories for themselves.²⁴

Retellings help children rethink their way through a text, thereby enhancing their understanding.²⁵ Story retellings require the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand. Retellings build story comprehension. A wealth of research shows that reading aloud to young children supports specific

²³ *Ibid.*

²⁴ Molly M. Caton, Linda K. Crowe*, & Sherry J. Haar. Comparison of Preschool Children's *Story Retelling Following One Versus Three Exposures to an Unfamiliar Story* <http://storytellingblog.letstellstories.com/2011/10/benefits-for-children-of-retelling.html> di akses 10 November 2013.

²⁵ Owocki, <http://www.nationalserviceresources.org/filemanager/download/learns/spr2003.pdf>. Di akses pada tanggal 10 November 2013.

aspects of their literacy development. The kinds of learning experiences that occur before, during, and after reading aloud have an equally important impact on literacy development.

F. The Concept of Retelling Story

According to Nunan (1991:142) “Teaching vocabulary regains an important place in the language classroom, the issues, principles and practices reviewed will become increasingly useful and significant.” According to Manser (1995:461) “Vocabulary is total number of word in a language or list of words with their meanings at the back of the book used for teaching a foreign language.” Vocabulary was very important because:

1. An extensive vocabulary aids expression and communication
2. Vocabulary size has been directly linked to reading comprehension
3. Linguistic vocabulary is synonymous with thinking vocabulary.
4. A person may be judged by others based on his or her vocabulary.

According to Herrel and Jordan (2004:160) “Vocabulary role play is a strategy used to encourage learners to make connections among their past experiences, the content currently being studied, and vocabulary that is new or being used in an unfamiliar way.” Students are introduced to new vocabulary and given an opportunity to discuss and use the vocabulary in context through role playing. Often several groups of students are given the same vocabulary and asked to write and

perform a skit in which the words are used and demonstrated. According to Jordan and Herrel (2004:165) Vocabulary processing is an approach to vocabulary building especially appropriate for English learners because the vocabulary is introduced in several contexts and the students are given multiple opportunities to use the words in their everyday interactions both in and out of school. The vocabulary being studied can be drawn from a book that is read aloud to the class, reading assignments, or curricular-specific words such as science or social studies vocabulary. According to internet “Story telling is the conveying of events in words, images and sounds, often by improvisation or embellishment”. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and in order to instill moral values. Crucial elements of stories and story telling include plot, characters and narrative point of view. According to Wright (1995:12) “There are various ways of remembering stories, and you must find the way most appropriate to you.” Here are some techniques for remembering story:

1. Read the story or listen to it few times and then try to retell it on to a tape or to a friend.
2. Explicit select the key points, write them down, perhaps in bubbles as in the example here: ‘Ma Liang’
3. Instead of putting the key points in bubbles, you might prefer simply to write out the key points. This is called a story skeleton.

4. See the story as a film in your imagination and let your telling of the story be guided by that inner vision.

5. You could remember a dramatic or verbal rhythm in the story

6. Remember the personalities of the characters and this will remind you of the story.

English was an important language for the purposes of giving or receiving information and for developing of education, technology, and arts. We could start preparing young learners to study English from now. Nowadays, learning English for young learners was not to be new things but almost every school from elementary school used English in their school based curriculum even from kindergartens, playgroups. Their student have learnt English. There were many kind of method or technique that have been used by teacher to taught their student. For young learners or for very young learners, teacher had to used easy technique or technique that could be easy understood by learners, such as: games, pictures, songs, story telling, etc. For this research the writer used story telling technique. According to Musthafa (2008:9) “Various reasons for the potentials of using stories”, including:

1. Stories are motivating and fun. They create a desire in children to continue learning.
2. Stories exercise the imagination helping children develop their own creative powers.
3. Stories help children to link fantasy with the real world.

G. Vocabulary

1. Concept of Vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing the vocabulary. Vocabulary is one of the components of language. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning. Opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials and to process different kind of oral and written texts, as well as the kinds of strategies learners use in understanding, using, and remembering words²⁶.there are 3000 to 5000 words suggested for learners continuing to tertiary education studies²⁷. As we know that, before the students know how to speak and write, the teacher should introduces kinds of vocabulary to know many things in their environment. So

²⁶ Jack C. Ricard and Willy A. Renandya, *Methodology In Language Teaching*, (Cet. I: United States of America; Cambridge University Press, 2002), p. 255.

²⁷ *Ibid.* p. 256.

one the general purpose of pupils learning is they have to able recognize general thing such as kind of animals, fruits, things in room, and so on. So, the writer tries to teach vocabulary to students about 50 to 100 vocabularies.

2. Definition of Vocabulary

Vocabulary is total number of word in a language, words known to a person; list of words with their meanings, especially at the back of for teaching a foreign language²⁸. Vocabulary or word also called a base word or a word family is defined as including the base form (e.g.: make) and its inflections and derivatives (e.g., makes, made, making, maker and markers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them²⁹. Vocabulary is the set of words used by a writer or speaker; or a list or word used in certain book arrange in alphabetical order.³⁰

3. Types of Vocabulary

There are two words lists, one of function words and one containing a basic 2.000 word English vocabulary. In addition, there is a list of suffixes to be used with 2.000 word list³¹.

²⁸ Oxford University Press. *Oxford Learner's Pocket Dictionary*, (New Edition: 1995), p. 461.

²⁹ Jack C. Ricard and Willy A. Renandya, *Op.cit.*, p. 258.

³⁰ Ahmad Thib Raya and Musda Mulia, *Increase Your Vocabulary and Idiom*, (Ujung Pandang: 1989), p. 1.

³¹ Collier Macmillan, *The Key To English Vocabulary*, (Cet. V; New York; Macmillan Company, 1971), p. 51.

The list of function words containing about 230 words of very high frequency. They were not chosen solely on the basis of frequency. However, on the basis of grammatical function, the list consists of articles, auxiliary verbs, prepositions, conjunction, pronouns, noun determiner, substitute nouns, intensifiers, and contain often specialized expressions.

H. Vocabulary Classification

1. Function words

Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. Where in function words is consist

- a. Article
- b. Preposition
- c. Conjunction

2. Content words

Content word name and describe the infinite number of thing, person, events and processes that speakers of English want to talk about, such as: (after, man, eat, drink, house). Content words can be derived into three general classes:

- a. Words naming things, ideas, entities.
- b. Words naming actions.
- c. Words used to describe the qualities of those things or actions.

These derivations correspond closely to the traditional part of speech: noun, verbs, and adjective-adverb³².

1) Noun

Nouns are a part of speech typically denoting a person, place, thing, animal or idea. In linguistics, a noun is a member of a large, open lexical category whose members can occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition.³³

2) Verb

A verb, from the Latin *verbum* meaning *word*, is a word (part of speech) that in syntax conveys an action (*bring, read, walk, run, learn*), an occurrence (*happen, become*), or a state of being (*be, exist, stand*). In the usual description of English, the basic form, with or without the particle *to*, is the infinitive. In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender, and/or number of some of its arguments, such as its subject, or object. In many languages, verbs have a present tense, to indicate that an action is being carried out; a past tense, to indicate that an action has been done; and a future tense, to indicate that an action will be done.³⁴

3) Adjective

³² *Ibid.* p. 3.

³³ Loos, Eugene E., et al. <http://www.en.wikipedia.org/wiki/parable>. Accessed on Monday 3 Oktober 2013.

³⁴ Jackendoff, R. *Foundations of Language*, (Oxford University Press, 2002), p. 135.

Adjective is a 'describing' word; the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. Adjectives is one of the traditional eight English parts of speech, although linguists today distinguish adjectives from words such as determiners that formerly were considered to be adjectives. In this paragraph, "traditional" is an adjective, and in the preceding paragraph, "main" is.³⁵

4) Adverb

Adverb is a word that changes or qualifies the meaning of a verb, adjective, other adverb, clause, sentence or any other word or phrase, except that it does not include the adjectives and determiners that directly modify nouns. Adverbs are traditionally regarded as one of the parts of speech, although the wide variety of the functions performed by words classed as adverbs means that it is hard to treat them as a single uniform category.³⁶

d. Vocabulary Selection

Teaching vocabulary is crucial process in learning of language and it must be managed properly .In English structure the words have integral point. It is clue to the lack of vocabulary referential for the students can make students poor in language skill.

³⁵ *Capital Community College Foundation.* (Capital Community College Foundation), Retrieved 20 August 2013.

³⁶ Cinque, Guglielmo. *Adverbs and functional heads—a cross linguistic perspective.* (Oxford: Oxford University press, 1999).

To select the important vocabulary, means that the teacher or instructor should choose the actual words that can be used the students. In this case, before teaching it, the teacher should select the vocabulary students need. Vocabulary for beginners, middle, and intermediate the teacher or instructor should choose what vocabulary the students need.

A general principle of vocabulary selection has been that of frequency³⁷. The teacher can decide which words should be taught on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are the ones teacher should teach first.

Based on the explanation above, it can be concluded that when teaching vocabulary, the teacher relate vocabularies must to the students need by considering their level/age, environment and anything that relate to their words. The students may like to study by picture, games, role play, singing a song, etc³⁸.

5. Some Techniques in Teaching and Memorizing Vocabulary

- a. Demonstrating the real objects.
- b. Showing some pictures
- c. Singing a song
- d. Creating some words³⁹.

³⁷ Jeremi Harmer, *The Practice of English Language Teaching*, (Cet. I; New York; Longman Publishing, 1992), p. 154.

³⁸ Muh. Syahrullah, *Learning English Vocabulary Through Songs*, Paper D3, (Palopo: STAIN, 2004), p. 13.

³⁹ *Ibid.* p. 11.

There are three activities, which are designed to teach and practice word, they are:

1. Presentation

There are many opportunities to present the best way to bring new words into the classroom, such as picture, regalia, and contrast.

2. Discovery

Students will use their bilingual dictionaries, so they will find the meaning of words.

3. Practice

Using new vocabulary, this is known in real communication, so it would not be forgotten easily⁴⁰.

Students need to learn the lexis of language. They need to learn what words mean and how they are used. While this obviously involves giving them names for things (e.g. table, chair, etc.)⁴¹. It also involves showing them how words are stretched and twisted (e.g. to able a motion, to chair a meeting) dearly some words are more likely to be taught at lower level than other, and some user of words may be more sophisticated than others and therefore more appropriate for advanced students.

Mastering vocabulary is an important thing for people who want to understand reading conversation or writing in English without enough vocabularies it is impossible for people to get it.

⁴⁰ Jeremi Harmer, *op.cit.*, p. 161.

⁴¹ *Ibid.* p. 23-54.

Most people sometimes ask "how to speak English well and perfectly". This is a classical question and it has many answers. There are three important things that should be paid attention by the English learners⁴².

1. The students should have an interest, wise word says, "Where there is a will, there is a way" so the people who have good desire or interest to study English is impossible to master it. The difficulties in learning English will be very easy when the students have a good interest.

2. The students should have enough vocabularies. These vocabularies can be found by many source, can be from reading material, or discussion with friends.

3. The students should practice the vocabularies they have. Using vocabulary has sometimes been forgotten by English learners. They sometimes have enough vocabularies but because of being lazy or the never use them in their daily life, they can be easy to forget it. So the suggestion is "to use the vocabularies that you have had any time". For example, when you are talking to your friends or want to present your presentation in front of English club, you can use English language.

One of the most effective ways to increase your vocabulary is to read often and widely. The more different kinds of writing you read, the more new words you will acquire⁴³.

⁴² Yusran Pora, *Develop Your Vocabulary Grammar and Idiom*, (Cet. I; Yogyakarta; Pustaka Pelajar, 2003), p. 7- 8.

⁴³ Licklider, *Building a College Vocabulary*, (New York; Little Brown and Company, 1981), p. 1.

Language is word united. So if someone want to study a language the learner have to memorize its vocabulary first. There are more than 50.000 list of words in English include its derivation. That Indonesian English Dictionary which is made by John M. Echols and Hassan Shadily only consists of 12.000 vocabularies⁴⁴.

The problem is how to keep all vocabularies in our brain. While English teaching in senior high school right now only four hours in a week. The learner does not only study vocabulary but they also study all components in English like grammar, reading comprehension, conversation, etc.

It is impossible for us to memorize all of vocabularies in English. Linguists say that to read and speak perfectly we just need 5.000 vocabularies because the others word are seldom used.

I. Hypothesis

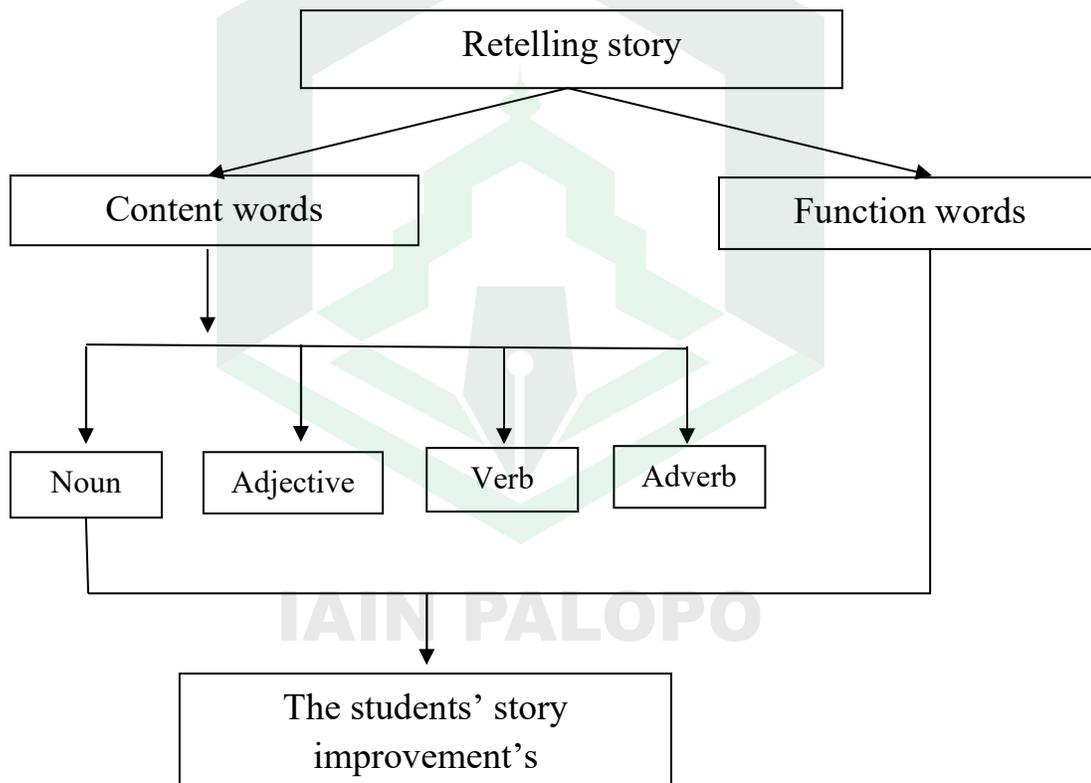
In this research, based on the writer proposed, the hypothesis is as follows:

1. Null hypothesis: There is no different on the students vocabularies achievement through Retelling Story.
2. Alternative hypothesis: There is different on the students vocabularies achievement through Retelling story.

⁴⁴ Rahmat Taufik Hidayat, *Kosa Kata Bahasa Inggris*, (Cet. VI; Yogyakarta; Pustaka Pelajar, 2005), p. 1.

J. Conceptual Framework

The conceptual framework in this research explains about the effectiveness of retelling story in improving students vocabulary. The students vocabulary measured, before treatment that by giving Pre-test and Post-test, analyzing in finding data analysis, and making conclusion. This research chooses retelling story as a way in learning teaching process that can improve students vocabulary. Flow chart of Conceptual framework.



CHAPTER III

METHOD OF RESEARCH

A. Method and Design

1. Method

The method that was used in this research was experimental research that related with statistic. It was used to describe the effectiveness of retelling English story to improve students' vocabulary at the eight year of SMPN 8 Palopo.

2. Design of Research

To do the experiment, the research used one group pre-test and post test design. The design is written as follows:

$X1 - T - X2$

Remarks: X1 : Pre test
T : Treatment
X2 : Post test¹

In the design of the research, the first is before treatment/ experiment and the second one of after treatment. The test done before treatment is called pre test (X1) and the test done after treatment is called post test (X2).

¹ Hatch and Lazaraton. *The Research Manual* (USA; Newbury House 1991) p. 7.

B. Variables and their Operational Definition

1. Variable

This research consisted of two variables namely:

- a. Independent variable. The independent variable was retelling English story.
- b. Dependent variable, the dependent variable was the improvement of students' vocabulary.

2. The Operational Definitions

a). Retelling English Story

Retelling story is an activity to help the students focus on their understanding of what they read from word to word and challenges them to communicate what they have learned to others. And also retelling story was telling story that use our own words after reading from a short stroy, book, magazine or etc.

b). Students vocabulary improvement

From retelling story the students' vocabulary can improve because the student defenite repeat the word from the same story what they read. And if the students often repeat the same word automatically the students' vacabulary can improve.

C. Population and Sample

1. Population

The population of this research was the eight year students of SMPN 8 Palopo in 2013/2014 academic year. The total population at the eight year students of SMPN 8 Palopo are 217 students from 9 classes.

2. Sample

This research used random sampling. The amount subject is 217, we can take the sample between 10-15 % or 20-25 % or more². In this case the researcher took the sample about 10 %. There are 32 students taken as sample.

D. Instruments of the Research

To collect the data, the writer used two kinds of instrument as follows:

1. Test

The writer distributed test to students as participant, and it intends to know the students' prior knowledge of vocabulary. It would be 60 minutes to finish test. These test was instructed to use vocabulary test through retelling English story.

The writer gave students test in vocabulary that consist of 30 items and than students look for through retelling story with the other friends in classroom. Total of the scores are 10 if the students can answer all of the questions correctly. The test aims to know the effectiveness of retelling English in teaching vocabulary at SMPN 8 Palopo.

² Suharsimi Arikunto. *Prosedure Penelitian*, (Jakarta; PT. Rineka Cipta, 2002), p. 3.

2. Questionnaire

This part the writer wants to know the students response toward the use of retelling story in learning process to improve the students vocabulary, the students' response was tabulated and analyzed by using formula.

$$P = \frac{FQ}{N} \times 100$$

Where: P = Percentage of questionnaire

FQ = Frequency of item

N = Total sample

E. Procedure of Data Collection

To collect the data, the writer uses some procedures as follows:

1. Giving Pre-Test

The writer distributed pre-test to students as sample, and it intends to know the students' prior knowledge of vocabulary. It took 60 minutes to finish test.

2. Giving Treatment

The researcher conducted treatment for six meetings and each meeting the writer gave to students some stories to all of students and than every student retell again the story without seeing the text. The researcher gave stories with topic.

a. The first meeting, the writer gave pre-test to students as sample of story and each students got four stories and students get the same story. But in the first meeting the writer give one story with topic *Hard Decision*. And all of students retell the story

- b. The second meeting, the writer gave the second story with topic *The Crocodile* and every student retell again the story about the story.
- c. The third meeting the writer divided again the third story with topic *Ragunan Zoo* and every student one by one come forward to retell the story.
- d. The fourth meeting each students was given the last story with topic *The Island of Bali* and all of students retell the story.

3. Giving Post-Test

The writer distributed post-test to students as sample. This test is to know the effectiveness of retelling English story in improving vocabulary for students. It took 60 minutes to do the test.

F. Techniques of Data Analysis

The writer uses data analysis of improving vocabulary through retelling English story as follows.

1. Scoring the students' correct answers of pre test and post test.

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number}} \times 10$$

2. Looking for D (Difference) between score variable I (X) Per-test and score variable II (Y) post-test.

$$D = X - Y$$

Where :

$$D = \text{Difference}$$

X = Pre-test

Y = Post-test

Classifying the students' scores based on the following classification:

- a. Excellent = 9.5 – 10 is classified as excellent
- b. Very Good = 8.6 – 9.5 is classified as very good
- c. Good = 7.6 – 8.5 is classified as good
- d. Fairly Good = 6.6 – 7.5 is classified as fairly good
- e. Fairly = 5.6 – 6.5 is classified as fairly
- f. Fairly Poor = 3.6 – 5.5 is classified as fairly poor
- g. Poor = 0 – 3.5 is classified as poor

3. Looking for mean from difference by using the following formula:

$$M_D = \frac{\sum D}{N}$$

Where :

M_D = Mean Difference

$\sum D$ = Total Difference

N = Total Number of Students.

4. To find out the standard deviation from differences, the following formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Where :

SD_D = Standard Deviation from Difference

$\sum D$ = Total Difference

N = Total Number of Students

5. To find out the standard error from mean of differences, the following formula:

$$SE_{M_D} = \frac{SD_D}{\sqrt{N-1}}$$

Where :

SE_{M_D} = Standard Error from Mean of Differences

SD_D = Standard Deviation from Differences

$N-1$ = Degree of Freedom (df)

6. Looking for “ t_o ” by using the following formula :

$$t_o = \frac{M_D}{SE_{M_D}}$$

Where :

t_o = Test of Observation

M_D = Mean Difference

SE_{M_D} = Standard Error from Mean of Difference

7. Criteria of hypothesis acceptability, the following formula:

$t_o \geq t_t$ = Reject null hypothesis

$t_o \leq t_t$ = Receive null hypothesis

Notation : t_t = t table

CHAPTER VI

FINDINGS AND DISCUSSION

This chapter presents about research finding and discussion. On the finding of the writer reveals the description of the result of data analyzes about the effectiveness of retelling story to improve students' vocabulary at the eight year students of SMPN 8 Palopo.

A. Findings

1. Test

In the previous description, it has been explained that the data analyzes research, the writer used "t" test analyzes to find the result of the research. In this part the writer present about research finding or the result of data analysis namely vocabulary tests. In vocabulary test, the writer used 30 items vocabulary from some of story.

The next table shows about the students' result of vocabulary test in pre-test and post-test.

Table 4.1
The students' result in pre-test

No	Students	Total Correct Answer	Score
1	Student 001	21	7,0
2	Student 002	23	7,7
3	Student 003	21	7,0
4	Student 004	21	7,0
5	Student 005	12	4,0
6	Student 006	19	6,3
7	Student 007	8	2,7
8	Student 008	16	5,3
9	Student 009	4	1,3
10	Student 010	17	5,7
11	Student 011	15	5,0
12	Student 012	15	5,0
13	Student 013	19	6,3
14	Student 014	17	5,7
15	Student 015	8	2,7
16	Student 016	23	7,7
17	Student 017	17	5,7
18	Student 018	4	1,3
19	Student 019	2	0,7
20	Student 020	13	4,3
21	Student 021	21	7,0
22	Student 022	14	4,7
23	Student 023	10	3,3
24	Student 024	17	5,7
25	Student 025	10	3,3
26	Student 026	5	1,7
27	Student 027	14	4,7
28	Student 028	16	5,3
29	Student 029	16	5,3

30	Student 030	11	3,7
31	Student 031	10	3,3
32	Student 032	18	6,0

The table 4.1 above shows that the highest score which student can achieve score was 7,7 and the lowest percentage score was 1,3. Nobody got excellent and very good category. It means that the percentage students' vocabulary skill is still low.

Table 4.2

Frequency distribution and percentage in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 - 10	-	-
2	Very Good	8,6 - 9,5	-	-
3	Good	7,6 - 8,5	2	6,250%
4	Fairly Good	6,6 - 7,5	4	12,500%
5	Fairly	5,6 - 6,5	7	21,875%
6	Fairly Poor	3,6 - 5,5	10	31,250%
7	Poor	0,0 - 3,5	9	28,125%
Total			32	100%

The table 4.2 above shows there were 32 students. 2 students (6,250%) who got "good" classification, there were 4 students (12,500%) got "fairly good" classification, 9 students (28,125%) got "poor" classification, and there were 10

students (31,250%) got “fairly poor” classification. 7 students (21,875%) got “fairly” classification, no one got “excellent and very good” classification. It’s mean that the students were low of vocabulary before treatment.

Table 4.3

The students’ result in post-test

No	Students	Total Correct Answer	Score
1	Student 001	21	7,0
2	Student 002	25	8,3
3	Student 003	23	7,7
4	Student 004	25	8,3
5	Student 005	18	6,0
6	Student 006	21	7,0
7	Student 007	12	4,0
8	Student 008	23	7,7
9	Student 009	17	5,7
10	Student 010	26	8,7
11	Student 011	21	7,0
12	Student 012	20	6,7
13	Student 013	24	8,0
14	Student 014	19	6,3
15	Student 015	6	2,0
16	Student 016	28	9,3
17	Student 017	20	6,7
18	Student 018	7	2,3
19	Student 019	4	1,3
20	Student 020	20	6,7
21	Student 021	21	7,0
22	Student 022	24	8,0
23	Student 023	22	7,3
24	Student 024	17	5,7

25	Student 025	20	6,7
26	Student 026	11	3,7
27	Student 027	22	7,3
28	Student 028	17	5,7
29	Student 029	19	6,3
30	Student 030	13	4,3
31	Student 031	15	5,0
32	Student 032	19	6,3

The table 4.3 above showed that the students' result from in post-test increased. In the post-test the highest score was 9,3 and the lowest score was 1,3. Nobody got "Excellent" this category. If we can see the score in pre-test, and score of students' in post-test was more highest. This is indicated that the students' vocabulary improved after the giving treatment retelling story.

Table 4.4

Frequency distribution and percentage in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 - 10	-	-
2	Very Good	8,6 - 9,5	2	6,250%
3	Good	7,6 - 8,5	6	18,750%
4	Fairly Good	6,6 - 7,5	10	31,250%
5	Fairly	5,6 - 6,5	6	18,750%
6	Fairly Poor	3,6 - 5,5	5	15,625%
7	Poor	0,0 - 3,5	3	9,375%
Total			32	100%

The table 4.4 shows that from 32 students, there were 2 students (6,250%) got “Very good” classification, 6 students (18,750%) were “Good” classification, 10 students (31,250%) were got “Fairly good” classification, 6 students (18,750%) were got “Fairly” classification, 5 students (15,625%) were got “Fairly poor” and 3 students (9,375%) were got “Poor” classification. No one was in “excellent” classification. If we saw the score classification pre-test still low. But, in post-test there were improved score classification, it’s means that retelling story can be effective in teaching vocabulary students’.

Table 4.5

The Students' result and mean score in pre-test and post-test

No	Students	The result of	
		Pre-test (X)	Post-test (Y)
1	Student 001	7,0	7,0
2	Student 002	7,7	8,3
3	Student 003	7,0	7,7
4	Student 004	7,0	8,3
5	Student 005	4,0	6,0
6	Student 006	6,3	7,0
7	Student 007	2,7	4,0
8	Student 008	5,3	7,7
9	Student 009	1,3	5,7
10	Student 010	5,7	8,7
11	Student 011	5,0	7,0
12	Student 012	5,0	6,7
13	Student 013	6,3	8,0
14	Student 014	5,7	6,3
15	Student 015	2,7	2,0
16	Student 016	7,7	9,3
17	Student 017	5,7	6,7

18	Student 018	1,3	2,3
19	Student 019	0,7	1,3
20	Student 020	4,3	6,7
21	Student 021	7,0	7,0
22	Student 022	4,7	8,0
23	Student 023	3,3	7,3
24	Student 024	5,7	5,7
25	Student 025	3,3	6,7
26	Student 026	1,7	3,7
27	Student 027	4,7	7,3
28	Student 028	5,3	5,7
29	Student 029	5,3	6,3
30	Student 030	3,7	4,3
31	Student 031	3,3	5,0
32	Student 032	6,0	6,3
Total		152,4	200
Mean		4,763	6,25

This table shows the total score and mean score of pre-test and post-test. In pre-test the mean score was 4,763 and in post-test, the mean score was 6,25.

Table 4.6

The result of vocabulary test in pre-test and post-test

No	Students	The result of Vocabulary test		$D^2 = (X - Y)$	$D = (X - Y)^2$
		Pre-test (X)	Post-test (Y)		
1	Student 001	7,0	7,0	0	0
2	Student 002	7,7	8,3	-0,6	0,36
3	Student 003	7,0	7,7	-0,7	0,49
4	Student 004	7,0	8,3	-1,3	1,69
5	Student 005	4,0	6,0	-2	4
6	Student 006	6,3	7,0	-0,7	0,49
7	Student 007	2,7	4,0	-1,3	1,69
8	Student 008	5,3	7,7	-2,4	5,76
9	Student 009	1,3	5,7	-4,4	19,36

10	Student 010	5,7	8,7	-3	9
11	Student 011	5,0	7,0	-2	4
12	Student 012	5,0	6,7	-1,7	2,89
13	Student 013	6,3	8,0	-1,7	2,89
14	Student 014	5,7	6,3	-0,6	0,36
15	Student 015	2,7	2,0	0,7	0,49
16	Student 016	7,7	9,3	-1,6	2,56
17	Student 017	5,7	6,7	-1	1
18	Student 018	1,3	2,3	-1	1
19	Student 019	0,7	1,3	-0,6	0,36
20	Student 020	4,3	6,7	-2,4	5,76
21	Student 021	7,0	7,0	0	0
22	Student 022	4,7	8,0	-3,3	10,89
23	Student 023	3,3	7,3	-4	16
24	Student 024	5,7	5,7	0	0
25	Student 025	3,3	6,7	-3,4	11,56
26	Student 026	1,7	3,7	-2	4
27	Student 027	4,7	7,3	-2,6	6,76
28	Student 028	5,3	5,7	-0,4	0,16
29	Student 029	5,3	6,3	-1	1
30	Student 030	3,7	4,3	-0,6	0,36
31	Student 031	3,3	5,0	-1,7	2,89
32	Student 032	6,0	6,3	-0,3	0,09
N = 32		$\sum X_1 = 152,4$	$\sum X_2 = 200$	$\sum D = 47,6$	$\sum D^2 = 117,86$

From the table above, the writer got $\sum D = 47,6$ and $\sum D^2 = 117,86$ and from this data, the writer presented the result of mean score (X_1) in pre-test and post-test (X_2), the difference means between pre-test and post-test (MD), standard deviation (SD_D), standard score mean (SE_{MD}) and “t” count (t_0) as follow:

Table 4.7
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pos-ttest	32	1,30	9,30	200,00	6,2500	1,92923
Pre-test	32	1,30	7,70	152,40	4,7625	1,92400
Valid N (listwise)	32					

From the table above, the result score of pre-test minimum 1,30 and the maximum 7,70, but from score post-test there were improve because score maximum until 9,30. And the mean score of pre-test was 4,762, the mean score post-test was 6,2500.

Table 4.8
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	6,2500	32	1,92923	,34104
	Pre-test	4,7625	32	1,92400	,34012

Table 4.9
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	32	,796	,000

Table 4.10
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1	Post-test – Pre-test	1,48750	1,23203	,21779	1,04331	1,93169	6,830	31	,000

On the table shows that $t_o (t_{test}) = 6,830$

1. Giving interpretation based on criteria acceptability hypothesis :

To find out the acceptability hypothesis. The degree of freedom (df)= N-1.

The result of $t_{test} = 6,830$ was analyzed by testing criteria t_{test} .

Testing “t” table (t_{table})

Standart significance $\alpha = 0,05$ or (5%)

Degree of freedom (df) = N – 1

$$= 32 - 1$$

$$= 31(\text{to find out in } t_{table})$$

Based on the result above, the writer gave interpretation as the steps hypothesis and based on the table “ t_{table} ” standard of signification 0,05 (5%) with df = 31 the present of $t_{table} = 2,04$ and with standard signification 1% present 2,75 this the value of the t_{test} is greater than t_{table} ($6,830 \geq 2,04$). It means that there is significance between post-test and pre-test of retelling story in improving vocabulary before and after treatment. So, retelling story was effective.

From the result above, the writer gave interpretation that “ t_o ” is bigger than “ t_t ” ($t_o > t_t$). This is indicated than $H_o \geq H_a$ so, null hypothesis is reject, therefore retelling story was effective in improving students’ vocabulary at the junior high school. Since treatment had been conducted. The result of table (t_t) with significant 5% we got 2,04 with comparing ‘ t_o ’ which had got in ($t_o = 6,830$), the writer gives interpretation “ t_o ”, is greater than “ t_t ”.

Since “ t_o ” is greater (or equal to) than “ t_t ” the score of students’ vocabulary before and after treatment. In the other hand retelling story can improve students’ vocabulary.

2. Questionnaires

Questionnaires was related retelling story to improve students’ vocabulary showed at the following table:

Table 4.11

Retelling story is effective to improve students’ vocabulary at the Eight year Students of SMP Negeri 8 Palopo.

Item of choice	Frequency	Percentage
Strongly agree	26	81,25%
Agree	6	18,75%
Disagree	-	-
Strongly Disagree	-	-
Total	32	100%

The table above indicates that, the highest percentage (81,25%) said strongly agree if retelling story is to improve vocabulary at the SMPN 8 Palopo was effective, the percentage were said agree 6 students (18,75%), disagree and strongly disagree nobody choose this categories. It is means that most of the students' strongly agree with the statement that retelling story a program very effective for applied at the SMP Negeri 8 Palopo as method can help achievement students' vocabulary skill.

Table 4.12

Retelling story make students easy to memorize vocabulary.

Item of choice	Frequency	Percentage
Strongly agree	3	9,375%
Agree	27	84,375%
Disagree	2	6,25%
Strongly Disagree		
Total	32	100%

The table above indicates that, the highest percetage were said agree 27 students (84,375%), the low percetage were said strongly agree 3 students (9,375%), and the lowest percentage were disagree 2 students (6,25%), and strongly disagree nobody choose this category, it was means that most of the students' agree with the statement that the material retelling story to improve students' vocabulary make easy to memorize.

Table 4.13

Retelling story method can improve students' vocabulary easily.

Item of choice	Frequency	Percentage
Strongly agree	24	75%
Agree	8	25%
Disagree	-	-
Strongly Disagree	-	-
Total	32	100%

From the table above indicates, disagree and strongly disagree nobody choose this categories. The lowest percentage were said agree 8 (25%) students, the highest percentage were said strongly agree 24 (75%) students. Strongly agree about the retelling story can improve students' vocabulary, it able to easy students' to improve the vocabulary. So, the students' like with the statement that.

Table 4.14

Retelling story in learning process makes students get fun and lesson enjoy.

Item of choice	Frequency	Percentage
Strongly agree	10	31,25%
Agree	19	59,375%
Disagree	3	9,375%
Strongly Disagree	-	-
Total	32	100%

Based on the table above indicates that, the highest percentage were said agree 19 (59,375%) students, the lowest percentage were said disagree 3 (9,375%) students, strongly disagree nobody chose this categories and the percentage were said strongly agree 10 (31,25%) students . So, most of the students' agree with the statement that, retelling story method in teaching process vocabulary makes students get fun and enjoy.

Table 4.15

The use of retelling story in learning can improve students ability.

Item of choice	Frequency	Percentage
Strongly agree	8	25%
Agree	23	71,875%
Disagree	1	3,125%
Strongly Disagree	-	-
Total	32	100%

The table shows the improvement of student ability in learning by using retelling story. There were 8 students (25%) said strongly agree, there were 23 students (71,875%) said agree, nobody of students chose strongly disagree and there are still 1 (3,125%) students disagree that retelling story in learning can improve students ability.

Table 4.16

The use of retelling story in learning vocabulary is difficult.

Item of choice	Frequency	Percentage
Strongly agree	1	3,125%
Agree	1	3,125%
Disagree	22	68,75%
Strongly Disagree	8	25%
Total	32	100%

Based on the table above indicates that, the low percentage were 8 (25%) students said strongly disagree, the highest percentage were 22 (68,75%) students said disagree, the lowest percentage were 1 (3,125%) student strongly agree and agree. It is means that most of the students' disagree with the statement that the use of retelling story in learning vocabulary is difficult.

Appropriate way to test English in junior high school so personal vocabulary notes is a good technique for an English teacher to apply in the classroom.

B. Discussions

1. Vocabulary test

Vocabulary is the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and

fundamental tool for communication and acquiring knowledge.⁵ A vocabulary is defined as "all the words known and used by a particular person". However, the words known and used by a particular person do not constitute all the words a person is exposed.

Vocabulary refers to words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize our use in print or the words we need to know to understand what we hear. Writing vocabulary refers to the words we use in writing.

Based on the data of retelling story to improve students' vocabulary in the pre-test shows there were 2 students (6,250%) who was got "good" classification, there were 4 students (12,500%) got "fairly good" classification, 9 students (28,125%) got "poor" classification, and there were 10 students (31,250%) got "fairly poor" classification. 7 students (21,875%) got "fairly" classification, no one got "excellent and very good" classification. The mean score of pre-test 4,76. It's mean that the students were low of vocabulary before treatment because their does not know method in teaching vocabulary.

According to the data post-test retelling story shows that from 32 students, there were 2 students (6,250%) got "Very good" classification, 6 students (18,750%) were "Good" classification, 10 students (31,250%) were got "Fairly good" classification, 6 students (18,750%) were got "Fairly" classification, 5 students (15,625%) were got

“Fairly poor” and 3 students (9,375%) were got “Poor” classification. No one was in “excellent” classification and the mean score 6,25. If we saw the score classification pre-test still low. But, in post-test there were improved score classification, it’s means that retelling story is effective in teaching vocabulary students’.

And also the writer present the result of data analysis of retelling story to improving students’ vocabulary at the eight year students of SMPN 8 Palopo academic year 2013/2014. Since treatment it can be seen that different score variable I and variable II and the result of t_t with significant 0,05 (5%) we got ($t_t= 2,04$) and t_t with significant 0,01 (1%) we got ($t_t= 2,75$) with comparing t_o which had good in ($t_o= 6,830$), the writer gives interpretation t_o is bigger t_t . It is showed as follows. Since t_o is greater (or equal to) than t_t , the score of students teaching vocabulary by retelling story method before and after giving treatment is significant. It means that there were significant developments on the students in teaching vocabulary and retelling story to make students easier in generating and expressing their ability in different mode and sense.

2. Questionnaires

In addition the score of vocabulary and students’ active participation, the writer also took the data about students’ response toward retelling story as media of teaching and learning process. The writer used questionnaires to get the data. And first statement, talked about Retelling story method to improve students’ vocabulary at the Eight year Students of SMP Negeri 8 Palopo was effective. the highest percentage there were 26 students (81,25%) said strongly agree if retelling story

method to improve vocabulary at the SMPN 8 Palopo was effective, the percentage were said agree 6 students (18,75%), disagree and strongly disagree nobody choose this categories. It is means that most of the students' strongly agree with the statement that retelling story a program very effective for applied at the SMP Negeri 8 Palopo as method can help achivement students' vocabulary skill.

For the second statement explain that retelling story method to improve students' vocabulary make students easy to memorize vocabulary. Where, the highest percetage were said agree 27 students (84,375%), the low percetage were said strongly agree 3 students (9,375%), and the lowest percentage were disagree 2 students (6,25%), and strongly disagree nobody choose this category, it was means that most of the students' agree with the statement that the material retelling story to improve students' vocabulary make easy to memorize.

For the third statement talked about Retelling story method can improve students' vocabulary easily, and the result of this statement that disagree and strongly disagree nobody choose this categories. The lowest percentage were said agree 8 (25%) students, the highest percentage were said strongly agree 24 (75%) students. Strongly agree about the retelling story can improve students' vocabulary, it able to easy students' to improve the vocabulary. So, the students' like with the statement that.

For the fourth statement about explain Retelling story method to improve students' vocabulary in learning makes students get fun and enjoy, the highest percentage were said agree 19 (59,375%) students, the lowest percentage were said

disagree 3 (9,375%) students, strongly disagree nobody chose this categories and the percentage were said strongly agree 10 (31,25%) students . So, most of the students' agree with the statement that, retelling story method in teaching process vocabulary makes students get fun and enjoy.

For the fifth statement talked about The use of retelling story in learning can improve students ability. there were 8 students (25%) said strongly agree, there were 23 students (71,875%) said agree, nobody of students chose strongly disagree and there are still 1 (3,125%) students disagree that retelling story in learning can improve students ability.

For the sixth statement explained about The use of retelling story in learning vocabulary is difficult, the low percentage were 8 (25%) students said strongly disagree, the highest percentage were 22 (68,75%) students said disagree, the lowest percentage were 1 (3,125%) student strongly agree and agree. It is means that most of the students' disagree with the statement that the use of retelling story in learning vocabulary is difficult.

Based on the result of data analysis finding, this is result of the connected with the theory from the writers' experience. in teaching process through retelling story was interest. The students enjoyed getting material and the situation of classroom to be good and fun. The students also participated actively in learning process.

According to Musthafa (2008:9) "Various reasons for the potentials of using retelling stories", including:

1. Stories are motivating and fun. They create a desire in children to continue learning.

2. Stories exercise the imagination helping children develop their own creative powers.

3. Stories help children to link fantasy with the real world.

The advantages using story telling technique for teaching English vocabulary that has described by Musthafa (2008:9) “Listening stories is a shared social experience. Children share laughter, sadness, excitement and anticipation. This builds confidence and encourages social and emotional development.”

1. Children enjoy repeated listening to stories. This encourages language acquisition.

2. Stories provide a meaningful context for the introduction of new language.

3. Listening to stories develops listening, comprehension, and concentration skills.

4. Stories create opportunities for continuity in children’s learning.¹

The means of Nunan (1991:142) “Teaching vocabulary regains an important place in the language classroom, the issues, principles and practices reviewed will become increasingly useful and significant.” According to Manser (1995:461) “Vocabulary is total number of word in a language or list of words with their meanings at the back of the book used for teaching a foreign language.” Vocabulary was very important because:

1. An extensive vocabulary aids expression and communication

¹ Musthafa, Bachrudin. (2008). *Teaching English to Young Learners: Principles & Techniques*. Bandung: Indonesia University of Education (UPI).

2. Vocabulary size has been directly linked to reading comprehension
3. Linguistic vocabulary is synonymous with thinking vocabulary.
4. A person may be judged by others based on his or her vocabulary.

Perceptions to Herrel and Jordan (2004:160) “Vocabulary role play is a strategy used to encourage learners to make connections among their past experiences, the content currently being studied, and vocabulary that is new or being used in an unfamiliar way.” Students are introduced to new vocabulary and given an opportunity to discuss and use the vocabulary in context through role playing.

According to internet “Story telling is the conveying of events in words, images and sounds, often by improvisation or embellishment”.²

Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and in order to instill moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view. According to Wright (1995:12) “There are various ways of remembering stories, and you must find the way most appropriate to you.” Here are some techniques for remembering story:

1. Read the story or listen to it few times and then try to retell it on to a tape or to a friend.
2. Explicit select the key points, write them down, perhaps in bubbles as in the example here: ‘Ma Liang’

² (<http://en.wikipedia.org/wiki/Storytelling>. Printed on Sunday).

3. Instead of putting the key points in bubbles, you might prefer simply to write out the key points. This is called a story skeleton.
4. See the story as a film in your imagination and let your telling of the story be guided by that innervation
5. You could remember a dramatic or verbal rhythm in the story
6. Remember the personalities of the characters and this will remind you of the story.

This indicates that retelling story give positive contribution to English teacher to teach their students especially to improve students' vocabulary skill, and in addition, the researcher found that most of the students give positive responds to the method applied by the researcher.

The writer concluded that in this research, using story telling technique for teaching English vocabulary could improve students English vocabulary and there was a significant difference between teaching English vocabulary without storytelling technique and through story telling technique.

Story telling as a technique in teaching English vocabulary is one of effective and very useful ways. Because it could provide motivation to lower achievement to develop their language learning and gave them the opportunity to communicated.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis of this research, it could be concluded that, retelling story was effective to improve vocabulary at the eight year students of SMPN 8 Palopo. It can be proven by the students' result in pre-test 4.7625 and post test 6.250. And by showing the result score t_t 2.04 and score t_o 6.830 and the other word retelling story was effective in teaching vocabulary at the eight year students of SMPN 8 Palopo.

Based on the responses of questionnaires, the writer found that the students had positive response in the use of retelling story in learning vocabulary. The students' answer in the questionnaires that retelling story improve students' vocabulary make students easy to memorize vocabulary and in learning makes students get fun and enjoy, in the other hand almost all students vocabularies improve after treatment.

B. Suggestion

The writer would like to give some suggestions about teaching vocabulary by using retelling story as follows:

1. Teaching vocabulary by using retelling story is an alternative of good way to be applied in the classroom to improve students' vocabulary mastery.
2. For the students of junior high school, their vocabulary should be improved by using retelling story because retelling story was effective in teaching. So, an English teacher especially in junior high school should give an appropriate retelling story method to the students which could make them enjoy getting the material in teaching vocabulary process and also the teacher should make the classroom situation fun.
3. The writer also suggests to the english teacher to be more creative in giving story in creative way to enlarge students' competence in teaching vocabulary.

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Translate these vocabularies below to Indonesia.

Pre-test and Post-test

- | | |
|--------------|---------------|
| 1. Rich | 20. Beautiful |
| 2. Ocean | 21. Live |
| 3. Landscape | 22. Ride |
| 4. Sun-bathe | 23. Bread |
| 5. Statue | 24. Elephant |
| 6. Crocodile | 25. Food |
| 7. Jealous | 26. Play |
| 8. Counted | 27. Country |
| 9. Scales | 28. Strong |
| 10. Pillow | 29. Nuts |
| 11. Gave | 30. Arcade |
| 12. Kind | |
| 13. Fun | |
| 14. Walk | |
| 15. Injured | |
| 16. Hard | |
| 17. Tomorrow | |
| 18. Town | |
| 19. Animal | |



IAIN PALOPO

Questionnaire

Identity of Respondent :

a. Name :

b. Class :

Keterangan: Daftar pertanyaan ini bertujuan untuk mengumpulkan data tentang efektifnya Retelling Story dalam meningkatkan kemampuan kosakata siswa. Untuk itu anda diharapkan memberikan jawaban yang sejujur-jujurnya, sehingga hasil penelitian dapat diperoleh dengan baik.

- Petunjuk :
1. Bacalah dengan teliti setiap soal sebelum menjawab angket tersebut.
 2. Pada setiap pertanyaan disediakan empat pilihan.
 3. Berilah tanda (√) pada salah satu kolom pilihan anda.
 4. Terima kasih atas kejujuran anda mengerjakan angket tersebut.

No	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Retelling story is effective to improve students' vocabulary at the Eight year Students of SMP Negeri 8 Palopo.				
2	Retelling story make students easy to memorize vocabulary.				
3	Retelling story method can improve students' vocabulary easily.				
4	Retelling story in learning process makes students get fun and lesson enjoy.				
5	The use of retelling story in learning can improve students ability.				
6	The use of retelling story in learning vocabulary is difficult.				

Pertanyaan

Identitas Peserta :

c. Nama :

d. Kelas :

Keterangan: Daftar pertanyaan ini bertujuan untuk mengumpulkan data tentang efektifnya Retelling Story dalam meningkatkan kemampuan kosakata siswa. Untuk itu anda diharapkan memberikan jawaban yang sejujur-jujurnya, sehingga hasil penelitian dapat diperoleh dengan baik.

- Petunjuk :
1. Bacalah dengan teliti setiap soal sebelum menjawab angket tersebut.
 2. Pada setiap pertanyaan disediakan empat pilihan.
 3. Berilah tanda (√) pada salah satu kolom pilihan anda.
 4. Terima kasih atas kejujuran anda mengerjakan angket tersebut.

No	Pertanyaan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Retelling Story efektif untuk meningkatkan kosakata siswa pada siswa kelas delapan SMPN 8 Palopo.				
2	Retelling story memudahkan siswa untuk menghafal kosakata.				
3	Metode Retelling Story dapat meningkatkan kosakata siswa dengan mudah.				
4	Retelling Story didalam proses pembelajaran menjadikan siswa senang dan menikmati pelajaran.				
5	Menggunakan Retelling Story didalam pembelajaran dapat meningkatkan kemampuan siswa.				
6	Menggunakan Retelling Story dalam pembelajaran kosakata itu susah.				

NOTA DINAS PEMBIMBING

Palopo, Maret 2014

Perihal : Skripsi

Lampiran : 6 Eksemplar

Kepada

Yth, Ketua Jurusan Tarbiyah STAIN Palopo

Di-

Palopo

Assalamu Alaikum Wr.Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Ismail Irwan

NIM : 09.16.3.0176

Jurusan : Tarbiyah

Program Studi : Bahasa Inggris

Judul Skripsi : ***The Effectiveness of Retelling Story to Improve Students' Vocabulary at the Eight Year of SMPN 8 Palopo***

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr.Wb.

Pembimbing I,

Wahibah, S.Ag., M.Hum.

NIP. 19690504 200312 2 002

A. Background

Teaching language certainly involves many things the teacher should know before conveying material. One of the important things is using media and memorizing words that has same meaning. As in common that media in instructional educative is used to make communication running well especially in teaching-learning process¹. There are many methods the teacher can use in teaching learning process. The method by which students are taught must have some de-motivated, whereas if they have confidence in the method they will find it motivating. But perhaps this is the most difficult area of all to be certain of. The teacher said earlier that a really motivated student will probably succeed whatever method (within reason) is used. It is also true that different students are more or less sympathetic to any particular method depending upon their expectations. Never the less the researcher believes that the use of retelling story can improve students' vocabulary achievement.

Language is a tool to convey idea to get goal. The important thing is how to deliver it in order people can understand it. In this case the students need many vocabularies. If they want to learn language; of course they have to memorize many vocabularies before. So, it is not wrong if Fuller as quoted by Syahrudin El Hajj said that "there are only two things that you really need to learn when you study a foreign language; words, and how to put them together to create a good sentence. You just

¹. Ahmad Rohani, *Media Instruksional Edukatif*, (Cet. I; Jakarta; Rineka Cipta, 1997), p. 1.

cannot learn a language without learning words-lost of them.² Then words is very important for all of people who will master English rightly and fluently.

As a teacher and a learner, they have to master vocabulary in order to make learning-process run well. So, as a teacher also has to prepare anything before starting to teach. Besides that, the teacher has to know about material, methodology, strategies in teaching and any other. Mastering vocabulary is really important in learning language, English is a language that people in all over the world learn it. As a foreign language Indonesia, English consist in four macro skill like listening, writing, reading and speaking skill.³ And we have to master in vocabulary because they couldn't not separate each other.

Many reasons why some students feel bored in the class. Some others claim to feel bored because of our teaching performance (Perhaps to stiff, subtle, unclear, unaccommodating, uncommunicative, not interactive etc), or our teaching material are extremely tedious or monotonous. This may happen since many teacher never presume that some of their students are perhaps more knowledgeable or skillful than the teachers themselves matters.

The most difficult thing to deal with the first time of teaching is not to deliver the subjects of study, since many teacher have been familiar with them, and even we

². Syahrudin El Hajj, *Smile English Book A Practical Guide*, (Makassar, Samagora Study Club (SSC), 2004), p. v

³ Djalius Syah, *International English Conversation* (Jakarta: Rineka Cipta. 2000), p. 250.

can prepare and rehearse them again within a few days before teaching. It is actually how to manage our self at the time of teaching, more than just to deliver the materials

As a teacher, they must know how to choose correct method or technique to teach the material in order to make the student feel comfortable and motivated in learning. Teaching learning process, needs skill communication. The teachers must realize if the same method is used all the time, it can build a barrier to learning. The teacher needs to be aware of at all times. To be effective teachers, they need to be on top of thing at all times and to be interesting or amusing to the audience.

Researcher has shown that media has superiority to help teachers to deliver learning message that faster and easier for students and then by retelling story student easy to improve their vocabularies and not difficult by teacher make students memorize many words. Media has a story positive and can change the students' behavior to be creative and dynamic. The role of media is needed in learning process where media is not as a tool but as a part of integral in educational system and learning process⁴. With Retelling story has much advantage or benefit the in which the students can receive, The importance of retelling stories is that it allows students to learn to organize and describe events, which enhances reading comprehension. Story retelling provides ELLs an opportunity to analyze stories and build oral language as they acquire related vocabulary⁵

⁴. Asnawir dan Basiruddin Usman, *Media Pembelajaran*, (Cet. I; Jakarta: Ciputat Pers, 2002), p. 1

⁵ Justine Brandi-Muller, *Retelling Stories*, [http:// www. colorincolorado. org/ article/ 13282/](http://www.colorincolorado.org/article/13282/), 2013.

In teaching learning process, especially English learning there are many methods the teachers can use. One of them is retelling English story. This method is very effective in English learning process, because it can make interactive situation in the class. So, the students can improve their ability in English language, especially for improving their vocabulary. The children who were told the story were more capable of retelling the story. They told longer and more detailed stories, employed more diverse vocabulary, and used more story conventions. Retelling stories also encouraged the students to retell the stories on their own and at home, an important confidence and language building activity. Furthermore, children will often seek out the stories they heard in text form.⁶

Story retellings require the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand. Retellings build story comprehension. Retellings help children rethink their way through a text, thereby enhancing their understanding”⁷

In application, this method is very easy to use. and has many advantages. Retelling English story has advantages such as: can be creative, does not like feel hard work, very useful for changing attitudes, students can critics each other’s view

⁶ Molly M. Caton, Linda K. Crowe, *Comparison of Preschool Children's Story Retelling Following One Versus Three Exposures to an Unfamiliar Story*, <http://storytellingblog.letstellstories.com/2011/10/benefits-for-children-of-retelling.html>.

⁷ Owocki, <http://www.nationalserviceresources.org/filemanager/download/learns/spr2003.pdf>.

and not the person, and others. The teacher can use this method to improving students vocabulary.

Retelling is defined as post reading or post listening recalls in which readers or listeners tell what they remember either orally or in writing or illustrations⁸ Retellings add considerably to our understanding of students' comprehension because they provide a view of the quantity, quality, and organization of information constructed during reading or listening. As the text recall through retelling is natural for children, it does not necessarily bias them to process text in a particular way, as questions do⁹. The teacher can apply this method, because they can make direct interaction with students. That is the important thing in improving students vocabulary.

Based on the assumption above, the researcher tries to find out the correct method in improving students vocabulary of SMPN 8 Palopo. The title of research is "*The Effectiveness of Retelling English Story to Improve Students' Vocabulary at the Eight Years of SMPN 8 Palopo*". This research is hoped to give contribution especially for SMPN 8 Palopo in improving Vocabulary.

⁸ Kalback. *Using Retelling to Scaffold English Language for Pacific Island Students*, <http://www.readingmatrix.com/articles/stoicovy/>, 1986.

⁹ Lipson & Wixson, 1997, *Using Retelling to Scaffold English Language for Pacific Island Students*, <http://www.readingmatrix.com/articles/stoicovy/>, 1997.

B. Problem Statement

Based on the background above, the writer formulates the research question as follows:

1. To what extent does retelling story improve students' Vocabulary?
2. How is the students' response toward the retelling story?

C. Objective of the Research

Based on the research that set above the writer states the specific objective of this research : This research aims both finding out whether are not the students vocabulary can be improved when using the retelling story and how the students' attitude toward the discussion method.

D. The Significance of the Research

In writing this research proposal, it is expected to be useful information for all elements;

1. Theoretical advantage, the institution where the research take a place (SMPN 8 Palopo) can use this step to as reference strategy of learning the skill of the students.
2. Practical advantage teachers and students at the SMPN 8 Palopo can use this step to improve the quality of study and students can improve and developing method to improve their vocabulary.

3. Readers and all people can improve their English skill especially by improving vocabulary through the retelling English story. It can be reference in English teaching and can developing knowledge.

E. Scope of the Research

The scope of the research will be restricted to vocabulary teaching through retelling English story at the eight year students' of SMPN 8 Palopo. Retelling English story used here to make students and teacher become creative in learning and teaching process, which the writer has to be creative in making it interesting for students in learning vocabulary. It's emphasized on content words namely, Noun, Adjective, Verb and Adverb. And this research the writer will use fiction story with topic: Hard Decision, The Crocodile, Raganan Zoo and The Island of Bali.

F. Previous Related Research Findings

Before explaining more about the review of related literature, the researcher will suggest some documentations about relevant previous related research findings with the content or the aim of the research it this research. In this research the researcher will focus to analyze of the effectiveness of retelling English story to improve students' vocabulary, so it's have aim to how make stories can change learning process is active than usual.

There are some relevant previous related research findings with this research are:

1. The research by Basri on titled “*Improving Vocabulary Through Letter Game At The Eight Year Students of Pesantren Modern Datok Sulaiman Putri Palopo*” describe that using letter game, make students easier to memorize vocabularies.¹⁰

2. The research by Jumarni on titled “*Improving Students Vocabulary Through Synonyms Word At The Second Year Students of SMP Muhammadiyah Palopo*” revealed that is improving students vocabulary by synonym and different with this research, and this research invited students to be active looking for the synonym every words.¹¹

3. The research by Rahma Bulan on titled “*The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang*” The research focused is how to use picture in order to improve students vocabulary, and by this method students isn't bored to study English because by picture students can study with relax.¹²

G. Theoretical Framework

This part presents some concepts about effectiveness, retelling story, and Vocabulary.

¹⁰ Basri, *Improving Vocabulary Through Letter Game At The Eight Year Students of Pesantren Modern Datok Sulaiman Putri Palopo*, SKripsi STAIN Palopo Tahun 2009.

¹¹ Jumarni, *Improving Students Vocabulary Through Synonyms Word At The Second Year Students of SMP Muhammadiyah Palopo*, Skripsi STAIN Palopo, Tahun 2010.

¹² Rahma Bulan, *The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang*, Skripsi STAIN Palopo Tahun 2008.

1. The Concept of Effectiveness

a. Definition

Oxford dictionary states, that effectiveness is producing the result that is wanted or intended¹³. Effectiveness related to achievement of study, or in connection with result what we want to get. Effectiveness means that materialized a result of what we wanted, and the presence of good result than before.

Effectiveness means the capability of, or success in achieving a given goal. contrary to efficiency, the focus of effectiveness is the achievement as such, not the resources. Spent has to be efficient, but anything that is efficient also has to be effective¹⁴.

Based on opinion above, the intended results are the ability of students in English be better, for example Capability of students for speaking and the students, can understand well what the communicator said.

b. Effectiveness of Using a Method

Effectiveness of using a method could be seen as a correlation between method and all teaching components that have been programmed. Utilization a method where is not connected with teaching purposes will be concentrating to get formulation purposes. Many materials of teaching only waste the time because of method.

¹³ Oxford, *Oxford Learners Pocket Dictionary*, (New York : Oxford University Press, 2003), p. 18.

¹⁴ <http://en.Wikipedia.org/wiki/effectiveness>.

Some of indicators a method are not effective in application:

- 1) The students could not concentrate
- 2) The students are bored and restless
- 3) The students are not enjoy getting material
- 4) There is not spirit / motivation to study
- 5) The students do not master of material have been given by the teacher.

In teaching learning process, the use of method can support the teacher in achieving his purposes.

According to Lozanov, as quoted By Stephen D. Krashen the effective method has three elements:

- 1) An attractive classroom (with soft lighting and a pleasant classroom atmosphere).
- 2) A teacher with a dynamic personality who is able to act out the materials.
- 3) A state of relaxed alertness in the students¹⁵.

c. Characteristic school

The push for greater school effectiveness has become a national growth industry, generating hundreds of research studies as well as thousand discussion

¹⁵ Stephen D. Krashen, *Principle and Practice in Second Language Acquisition*, (New York: Princitce-Hall Internasional, 1987), p. 144

paper and district level improvement plans. This section describes some of the most important finding from this vast float of materials.

1) Effective Teaching

One conclusion supported be recent research on effective instructional practices. Studies that focus on this idea are referred as affective teaching or effective instruction research.

2) Classroom Management

Research on classroom management indicates that effective teacher utilize a variety of techniques to develop productive discipline and to motivate students. Effective teachers do the following:

- (a) They make sure that the students know what the teacher will not tolerate.
- (b) They make sure that students know what to do if they need help or if they complete assignment early.
- (c) The give students assignment of sufficient variety to maintain interest.
- (d) They monitor the class for signs of confusion.
- (e) They use variations in eye contact, movement, and academic activities to focus attention during classroom.
- (f) They do not respond to discipline problems emotionally.
- (g) They arrange the physical environment to complement their instructional objectives and methods.
- (h) They provide a smooth transition between activities.

3) Effective Instruction

Identification of what appear to be the most important considerations in delivering instruction effectively. Some of the considerations emphasized in recent research are as follows:

- (a) Effective teachers provide an overview of what is to be learned.
- (b) Readiness activities emphasize the linking of new information vocabulary.
- (c) Explanations are provided of example utilized in instruction.
- (d) Students engage first in guided practice and then in independent practice.

4) Grouping of students

Grouping of students for effective instruction in complex and controversial. A common strategy in the past has failed to improve the performance of low achievers. On the other hand, heterogeneous grouping generally has not been successful unless it has utilized effective individualized and small group method that allow students to proceed at their own pace. Unfortunately, individualized, continues, progress instruction has seldom succeeded because it requires an enormous amount of planning, effort and instructional resources to be effective

2. Method

Method is an orderly procedure or process regular manner of doing anything: hence, manner, way, mode. As a method of teaching languages, a method of improving the mind or orderly arrangement, elucidation, development or

classification, clear and lucid exhibition systematic arrangement peculiar to and individual. Or a way of doing something, especially a systematic way, implies an orderly logical arrangement (usually in step).¹⁶

The word method is simply descriptive of process and techniques used by a teacher to communicate information to the students because classes differ in interest, mental ability, and attention span. The teacher must use teaching methods which are appropriate for his group.

The variety of teaching methods is almost limitless. It may be helpful to think in terms of categories of method. For example, one type of communication emphasizes the teacher as the performer in the educational process. One might call this “teacher-to-student communication.” Within this category such methods as lecture, storytelling, and demonstration will be included. Obviously these methods are primarily monological. They lend themselves to large groups, coverage of much content, and groups of learners who have minimal preparation for the class time. Usually, teachers with less training and experience tend toward this category since it is easier to use than most others. Unfortunately, they form habits which persist years later when they have gained experience worthy of greater variety in teaching methods. As some have said, the only bad method is one which is “used all of the time”.¹⁷

¹⁶ Brainy Quote, 2008, *Research Methods Knowledge Base*; online: <http://www.socialresearchmethods.net/kb>, Accessed on October 5th 2013.

¹⁷ John Wesley, 2008, *Thinking about Teaching Methods*, online <http://www.bible.org/Print> accessed on October 5th 2013

3. Retelling Story

a. Definition of retelling story

Retelling provides an opportunity for readers to process what they have read by organizing and explaining it to others¹⁸. Retelling develops students' story grammar because they must identify crucial points and the supports information. It also reinforces sequencing since it demands remembering information, events and process. It encourages interacting with the text from a variety of perspective, their own, their audience's and the author's. Retelling supports good reading because students must engage in repeated readings of the text, which supports fluency. Naturally, retelling is its own form of assessment, since the students recitation confirm his/her reading of it and reveals the extend of his/her comprehension.

Researcher indicates that retell increases both the quantity and quality of what is comprehended. Teacher can use retelling as a way to build silent reading fluency at to measure comprehension. Having a student retell allows a teacher to assess a students' understanding. Retelling story allows teacher to gain insight into what a student views as important and also how the students organizes the information. A checklist of what is to be covered is helpful as the students retell the story. This strategy can determine whether the students knows the main idea, can make inferences, identify concept, make generalizations, and connect to the text.

¹⁸ Subramanian A. *Retelling Story*. Online. <http://www.waze.net/oea/activities/1>. accessed on Wednesday 3 Oktober 2013

Retelling story is telling story that use our own words after reading from a book, magazine, etc. or hearing from someone, radio, etc. it id one strategy to boots or improves .students speaking skill.

Retelling a story in one's own words (rather than reciting a text from memory) provides oral fluency practice. Story telling is common human activity which can be enjoyable, especially if the material is interesting.¹⁹

Retelling story is an activity to help the students focus on their understanding of what they read and challenges them to communicate what they have learned to others. Retelling can come in the form of an presentation or a written assignment and features the main components of characters, setting, problem, events, solution and theme. The easy to remember handprint will help the students to organize their thought and information as they prepare to retell their stories.²⁰

b. The beneficial of retelling story

A recent study with students showed that children who were told a story rather than read a story had greater comprehension of the story. When asked to retell the story, the children who were told the story were more capable of retelling the story. They told longer and more detailed stories, employed more diverse vocabulary, and used more story conventions. Retelling stories also encouraged the students to retell the stories on their own and at home, an important confidence and language building

¹⁹ *Ibid.*

²⁰ *Ibid.*

activity. Furthermore, children will often seek out the stories they heard in text form. Their familiarity with the stories then aids them in reading the stories for themselves.²¹

Retellings help children rethink their way through a text, thereby enhancing their understanding.²² Story retellings require the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand. Retellings build story comprehension. A wealth of research shows that reading aloud to young children supports specific aspects of their literacy development. The kinds of learning experiences that occur before, during, and after reading aloud have an equally important impact on literacy development.

4. Story

In Oxford Learners Pocket Dictionary, define that story is the description of past or imaginary events. Other definition, story is observed and narrated.²³

1. Classification of Story²⁴

Story is classified, as fiction, non fiction, and historical fiction.

²¹ Molly M. Caton, Linda K. Crowe*, & Sherry J. Haar. Comparison of Preschool Children's *Story Retelling Following One Versus Three Exposures to an Unfamiliar Story* <http://storytellingblog.letstellstories.com/2011/10/benefits-for-children-of-retelling.html> di akses 10 November 2013

²² Owocki, <http://www.nationalserviceresources.org/filemanager/download/learns/spr2003.pdf>. Di akses pada tanggal 10 November 2013.

²³ Oxford University Press, *Oxford Learner's Pocket Dictionary* (Ed. I; New York: 2003), p. 426

²⁴ Deidre Fulton. *Short Story*. Online. http://www.en.wikipedia.org/wiki/short_story, accessed on Wednesday 3 Oktober 2013

- a. Fiction is literary about imaginary people and events
- b. Non fiction is literary about real people and events.
- c. Historical fiction is literature based on real people or events, but containing imaginary event or character within the story.

2. The Main Types of Story

There are many different types of story, with different labels. The most generally include:

a. Story

Story is the telling of happening or connected series of happenings, whether true or fiction; account; notation.

b. Narrative

Narrative is the broadest sense of anything told or recount: more narrowly, something recounted in the form of a story; account; tale.

c. Springboard Story

A springboard story is a story that enables a leap in by understanding by the audience so as to grasp how an organization or community or complex system may change. A springboard story has an impact not so much through transferring large amounts of information, but through catalyzing understand. It enables listeners to visualize from a story in one context what is involved in a large scale transformation in an analogous context.

d. Anti-Story

An anti-story is a story that arises in position to another. Any story that has significant impact in a group or organization will give rise to similar stories. Anti story is aim at undermining original story. As often pointed out by Dave Snowden, an anti stories can arises as a negative or cynical counter to stories of official goodness. But it is not limited to the situation of stories of official guides. It also arises in response to negative or cynical stories where again the intent is to undermined the original story.

The phenomenon anti story one tells the scene then becomes a battle between competing stories. The competing stories may co exist for an extend period, or one story may overcome the other and become the accepted of what is going on.

3. Form of Story

The forms of story that are originally oral and to some extend enduring Either through being told and retold, or trough being written dawn include:

a. Fable

Fable is a fictitious to teach moral lesson; the characters are usually talking animals.²⁵

b. Parable

Parable is short, simple story usually of an occurrence of familiar kind, from which a moral or religious lesson may be drawn.

²⁵ Krasicki. *Fable and Parable*. Online. <http://www.en.wikipedia.org/wiki/fable>. accessed on Wednesday 3 Oktober 2013

The word “parable” comes from the Greek “rapboan” (Parabole), The name given by Greek rhetoricians to any fictive illustration in the form of brief narrative. Later it came to mean a fictitious narrative, generally referring to something that might generally occur, by which moral matters might be conveyed.²⁶

A parable is a brief, succinct story, in prose or verse that illustrates a moral or religious lesson. It differs from a fable in that fables use animals, Plants, inanimate objects, and forces of nature as actors while parables Generally bare stories featuring human actors or agents.

Parable is one of the simplest of narratives. It sketches a setting, Describes an action, and shows the results. It often involves a characters facing a moral dilemma, or making a questionable decision and then suffering the consequences of that choice.

c. Myth

Myth is traditional story of unknown authorship, ostensibly with a historical basis, but serving usually to explain some phenomenon of nature, the origin of man of the customs, institutions, religious rates of people; myths usually involve the exploits of God and heroes.

d. Legend

Legend is a story handed down for generation among people and popularity believed to have historical basis, although not verifiable.

²⁶ John P. Meier. *Parable*. <http://www.en.wikipedia.org/wiki/parable>. accessed on Wednesday 3 Oktober 2013

4. Stories in Written Literature

Stories in written literature include:

a. Short Story

Short story is a fictitious literary composition in prose or poetry, shorter than a novel; tale.

b. Novella

Novella is relatively long fictional prose narrative with a more or less complex plot or pattern of event about actions, feelings, motives of group of characters.

c. Epic

Epic is long narrative poem in a signified style about the deeds of traditional or historical hero or heroes, with certain formal characteristics.

d. Drama

Drama is literary composition, that tell the story usually of human conflict, by means a dialogue and action, to be performed by actors; play; new often any play that is not comedy.

e. Tragedy

Tragedy is a serious play or drama typically dealing with the problems of central character; leading to unhappy or disoustrus ending brought on, an in ancient drama by fate and tragic flaw in this character or in modern drama, usually by moral weakness psychological maladjusment or social pressure.

f. Comedy

comedy is originally a drama or narrative with a happy ending or no tragic theme, for example Dante's divine comedy; more recently with a more less humorous treatment or characters and situation and a happy ending.

g. Force

force is exaggerated comedy based on broadly humorous or highly unlikely situation.

h. Parody

Parody is a literary or musical work imitating the characteristic style of same other work or of writer or composed in a satirical or humorous way usually by applying it to an inappropriate subject.

i. Satire

Satire is a literary work in which vices collies, stupidities or abuses are help up to ridicule and contempt.

5. *Vocabulary*

a. Concept of Vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing the vocabulary. Vocabulary is one of the components of language. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning. Opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials and to process different kind of oral and written texts, as well as the kinds of strategies learners use in understanding, using, and remembering words²⁷.there are 3000 to 5000 words suggested for learners continuing to tertiary education studies²⁸. As we know that, before the students know how to speak and write, the teacher should introduces kinds of vocabulary to know many things in their environment. So one the general purpose of pupils learning is they have to able recognize general thing such as kind of animals, fruits, things in room, and so on. So, the writer tries to teach vocabulary to students about 50 to 100 vocabularies.

b. Definition of Vocabulary

Vocabulary is total number of word in a language, words known to a person; list of words with their meanings, especially at the back of for teaching a foreign

²⁷. Jack C. Ricard and Willy A. Renandya, *Methodology In Language Teaching*, (Cet. I: United Stated of America; Cambridge University Press, 2002), p. 255

²⁸. *Ibid.* p. 256

language²⁹. Vocabulary or word also called a base word or a word family is defined as including the base form (e.g.: make) and its inflections and derivatives (e.g., makes, made, making, maker and markers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them³⁰. Vocabulary is the set of words used by a writer or speaker; or a list or word used in certain book arrange in alphabetical order³¹.

c. Types of Vocabulary

There are two words lists, one of function words and one containing a basic 2.000 word English vocabulary. In addition, there is a list of suffixes to be used with 2.000 word list³².

The list of function words containing about 230 words of very high frequency. They were not chosen solely on the basis of frequency. However, on the basis of grammatical function, the list consists of articles, auxiliary verbs, prepositions, conjunction, pronouns, noun determiner, substitute nouns, intensifiers, and contain often specialized expressions.

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²⁹. Oxford University Press. *Oxford Learner's Pocket Dictionary*, New Edition: 1995 p. 461

³⁰. Jack C. Ricard and Willy A. Renandya, *Op.cit.*, p. 258.

³¹. Ahmad Thib Raya and Musda Mulia, *Increase Your Vocabulary and Idiom*, (Ujung Pandang: 1989), p. 1.

³². Collier Macmillan, *The Key To English Vocabulary*, (Cet. V; New York; Macmillan Company, 1971), p. vi

6. Vocabulary Classification

1. Function words

Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. Where in function words is consist

- a. Article
- b. Preposition
- c. Conjunction

2. Content words

Content word name and describe the infinite number of thing, person, events and processes that speakers of English want to talk about, such as: (after, man, eat, drink, house). Content words can be derived into three general classes:

- a. Words naming things, ideas, entities.
- b. Words naming actions.
- c. Words used to describe the qualities of those things or actions.

These derivations correspond closely to the traditional part of speech: noun, verbs, and adjective-adverb³³.

1) Noun

Nouns are a part of speech typically denoting a person, place, thing, animal or idea. In linguistics, a noun is a member of a large, open lexical category whose

³³. *Ibid.* p. 3

members can occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition.³⁴

2) Verb

A verb, from the Latin *verbum* meaning *word*, is a word (part of speech) that in syntax conveys an action (*bring, read, walk, run, learn*), an occurrence (*happen, become*), or a state of being (*be, exist, stand*). In the usual description of English, the basic form, with or without the particle *to*, is the infinitive. In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender, and/or number of some of its arguments, such as its subject, or object. In many languages, verbs have a present tense, to indicate that an action is being carried out; a past tense, to indicate that an action has been done; and a future tense, to indicate that an action will be done.³⁵

3) Adjective

Adjective is a 'describing' word; the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. Adjectives is one of the traditional eight English parts of speech, although linguists today distinguish adjectives from words such as determiners that formerly were

³⁴ Loos, Eugene E., et al. <http://www.en.wikipedia.org/wiki/parable>. accessed on Monday 3 Oktober 2013

³⁵ Jackendoff, R. *Foundations of Language*, Oxford University Press, 2002, p. 135.

considered to be adjectives. In this paragraph, "traditional" is an adjective, and in the preceding paragraph, "main" is.³⁶

4) Adverb

Adverb is a word that changes or qualifies the meaning of a verb, adjective, other adverb, clause, sentence or any other word or phrase, except that it does not include the adjectives and determiners that directly modify nouns. Adverbs are traditionally regarded as one of the parts of speech, although the wide variety of the functions performed by words classed as adverbs means that it is hard to treat them as a single uniform category.³⁷

d. Vocabulary Selection

Teaching vocabulary is crucial process in learning of language and it must be managed properly .In English structure the words have integral point. It is clue to the lack of vocabulary referential for the students can make students poor in language skill.

To select the important vocabulary, means that the teacher or instructor should choose the actual words that can be used the students. In this case, before teaching it, the teacher should select the vocabulary students need. Vocabulary for beginners, middle, and intermediate the teacher or instructor should choose what vocabulary the students need.

³⁶ *Capital Community College Foundation*. Capital Community College Foundation. Retrieved 20 August 2013.

³⁷ Cinque, Guglielmo. 1999. *Adverbs and functional heads—a cross linguistic perspective*. Oxford: Oxford University press.

A general principle of vocabulary selection has been that of frequency³⁸. The teacher can decide which words should be taught on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are the ones teacher should teach first.

Based on the explanation above, it can be concluded that when teaching vocabulary, the teacher relate vocabularies must to the students need by considering their level/age, environment and anything that relate to their words. The students may like to study by picture, games, role play, singing a song, etc³⁹.

5. Some Techniques in Teaching and Memorizing Vocabulary

- a. Demonstrating the real objects.
- b. Showing some pictures
- c. Singing a song
- d. Creating some words⁴⁰.

There are three activities, which are designed to teach and practice word, they are:

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³⁸. Jeremi Harmer, *The Practice of English Language Teaching*, (Cet. I; New York; Longman Publishing, 1992), p. 154.

³⁹. Muh. Syahrullah, *Learning English Vocabulary Through Songs, Paper D3* (English Department STAIN Palopo, 2004), p. 13

⁴⁰. *Ibid.* p. 11.

1. Presentation

There are many opportunities to present the best way to bring new words into the classroom, such as picture, regalia, and contrast.

2. Discovery

Students will use their bilingual dictionaries, so they will find the meaning of words.

3. Practice

Using new vocabulary, this is known in real communication, so it would not be forgotten easily⁴¹.

Students need to learn the lexis of language. They need to learn what words mean and how they are used. While this obviously involves giving them names for things (e.g. table, chair, etc.)⁴². It also involves showing them how words are stretched and twisted (e.g. to able a motion, to chair a meeting) dearly some words are more likely to be taught at lower level than other, and some user of words may be more sophisticated than others and therefore more appropriate for advanced students.

Mastering vocabulary is an important thing for people who want to understand reading conversation or writing in English without enough vocabularies it is impossible for people to get it.

⁴¹. Jeremi Harmer, *op.cit.*, p. 161.

⁴². *Ibid.* p. 23-54.

Most people sometimes ask "how to speak English well and perfectly". This is a classical question and it has many answers. There are three important things that should be paid attention by the English learners⁴³.

1. The students should have an interest, wise word says, "Where there is a will, there is a way" so the people who have good desire or interest to study English is impossible to master it. The difficulties in learning English will be very easy when the students have a good interest.

2. The students should have enough vocabularies. These vocabularies can be found by many source, can be from reading material, or discussion with friends.

3. The students should practice the vocabularies they have. Using vocabulary has sometimes been forgotten by English learners. They sometimes have enough vocabularies but because of being lazy or the never use them in their daily life, they can be easy to forget it. So the suggestion is "to use the vocabularies that you have had any time". For example, when you are talking to your friends or want to present your presentation in front of English club, you can use English language.

One of the most effective ways to increase your vocabulary is to read often and widely. The more different kinds of writing you read, the more new words you will acquire⁴⁴.

⁴³. Yusran Pora, *Develop Your Vocabulary Grammer and Idiom*, (Cet. I; Yogyakarta; Pustaka Pelajar, 2003), p. vii-viii.

⁴⁴. Licklider, *Building a College Vocabulary*, (New York; Little Brown and Company, 1981), p. 1.

Language is word united. So if someone want to study a language the learner have to memorize its vocabulary first. There are more than 50.000 list of words in English include its derivation. That Indonesian English Dictionary which is made by John M. Echols and Hassan Shadily only consists of 12.000 vocabularies⁴⁵.

The problem is how to keep all vocabularies in our brain. While English teaching in senior high school right now only four hours in a week. The learner does not only study vocabulary but they also study all components in English like grammar, reading comprehension, conversation, etc.

It is impossible for us to memorize all of vocabularies in English. Linguists say that to read and speak perfectly we just need 5.000 vocabularies because the others word are seldom used.

g. Hypothesis

In this research, based on the writer proposed, the hypothesis is as follows:

- a. Null hypothesis: There is no different on the students vocabularies achievement through Retelling Story.
- b. Alternative hypothesis: There is different on the students vocabularies achievement through Retelling story.

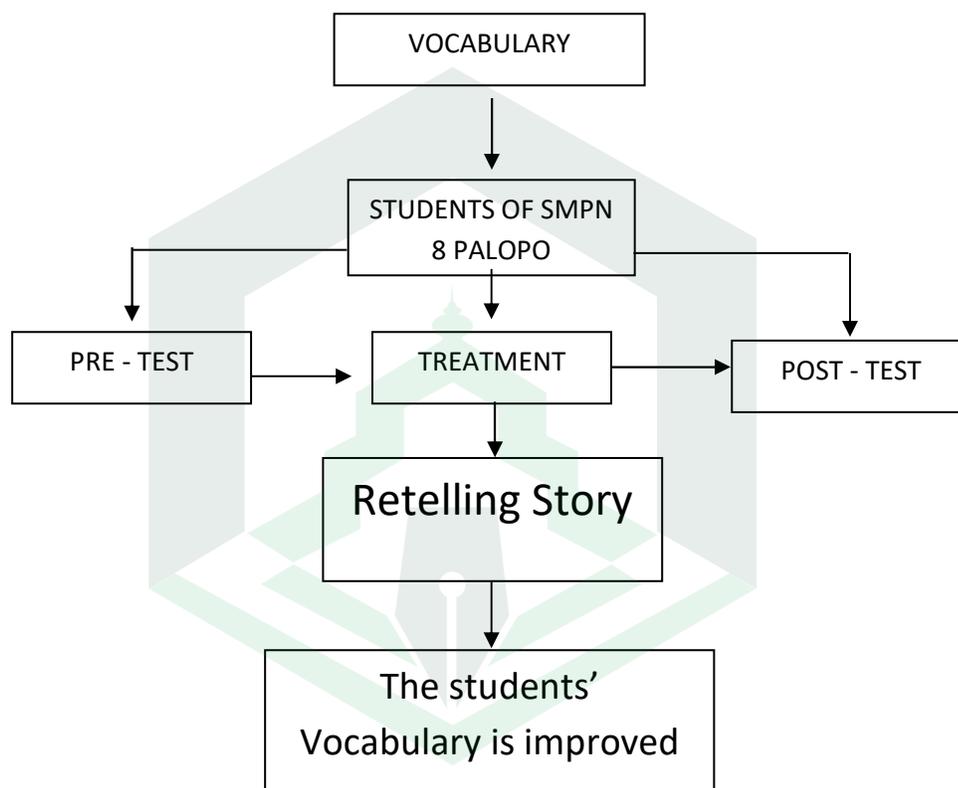
h. Conceptual Framework

The conceptual framework in this research explains about the effectiveness of retelling story in improving students vocabulary. The students vocabulary will be

⁴⁵. Rahmat Taufik Hidayat, *Kosa Kata Bahasa Inggris*, (Cet. VI; Yogyakarta; Pustaka Pelajar, 2005), p. 1.

measured, before treatment that by giving Pre-test and Post-test, analyzing in finding data analysis, and making conclusion. This research chooses retelling story as a way in learning teaching process that can improve students vocabulary.

Flowchart of Conceptual framework.



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G. Method of Research

1. Method and Design

a. Method

The method that will be used in this research is experimental research that related with statistic. It will be used to describe the effectiveness of retelling English story to improve students' vocabulary at the eight year of SMPN 8 Palopo.

b. Design of Research

To do the experimental, the research used one group pre-test and post test design. The design is written as follows:

$X1 - T - X2$

Remarks: X1 : Pre test
T : Treatment
X2 : Post test⁴⁶

In the design of the research, the first is before treatment/ experiment and the second one of after treatment. The observation done before treatment is called pre test (X1) and the observation done after treatment is called post test (X2).

2. Variables and their Operational Definition

a. Variable

This research consisted of two variables namely:

1). Independent variable. The independent variable is retelling English story, where those are suitable for students.

⁴⁶ Hatch and Lazaraton. *The Research Manual* (USA; Newbury House 1991) p. 7.

2). Dependent variable, the dependent variable is the improvement of students' vocabulary for students through retelling English story.

b. The Operational Definitions

1). Retelling English Story

Retelling English Story is one of methods that can be used in learning and teaching process, than the class situation is life and all of students are active because in retelling English story all of students have to prepare their self to retelling a story in English then all students have many new vocabularies.

2). Improving students vocabulary

vocabulary is part most important to master language, than teacher as motivator in teaching process must form their teaching more effective and enjoyable.

3. Population and Sample

a. Population

The population of this research consists of the eight year students of SMPN 8 Palopo in 2013/2014 academic year. the total population at the eight years students of SMPN 8 Palopo are 217 students.

b. Sample

This research will use random sampling. The amount subject is 217, we can take the sample between 10-15 % or 20-25 % or more⁴⁷. In this case the researcher will take the sample about 10 %. There are 30 students taken as sample.

⁴⁷. Suharsimi Arikunto. *Prosedure Penilitian*, Jakarta; PT. Rineka Cipta, 2002, hal. iii

4. Instruments of the Research

To collect the data, the writer uses some procedures as follow:

a. Test

The writer will distribute test to students as participant, and it intends to know the students' prior knowledge of vocabulary. It will be 60 minutes to finish test. These tests are instructed to use vocabulary test through retelling English story.

The writer will give students test in vocabulary that consist of 25 items and than students look for through retelling story with the other friends in classroom. Each item has 1 score if the students can answer it well. So, the total of the scores are 50 if the students can answer all of the questions correctly. The test aims to know the effectiveness of retelling English in teaching vocabulary at SMPN 8 Palopo

b. Questionnaire

This part the writer wants to know the students response toward the use of retelling story in learning process to improve the students vocabulary, the students' response will be tabulated and analyzed by using formula.

$$P = \frac{FQ}{N} \times 100\%$$

Where: P = Percentage of questionnaire

FQ = Frequency of item

N = Total sample

5. Procedure of Data Collection

To collect the data, the writer uses some procedures as follow:

a. Giving Pre-Test

The writer will distribute pre-test to students as sample, and it intends to know the students' prior knowledge of vocabulary. It took 60 minutes to finish test.

b. Giving Treatment

The researcher will conduct treatment for six meetings and each meeting the writer will give to students some stories to all of students and than every student retell again the story without seeing the text. The researcher will give stories with topic

1) *The first meeting*, the writer will give pre-test to students as sample of story and each students will get four story and students get the same story. But in the first meeting writer just give one story with topic Hard Decision. And all of students retell the story

2) *The second meeting*, the writer will give the second story with topic The Crocodile and every student will retell again the story about the Crocodile.

3) *The third meeting* the writer will divide again the third story with topic Ragunan Zoo and every student one by one come forward to retell the story.

4) *The fourth meeting* each students will be given the last story with topic The Island of Bali and all of students retell the story.

c. Giving Post-Test

The writer will distribute post-test to students as sample. This test is to know the effectiveness of retelling English story in improving vocabulary for students. It takes 60 minutes to do the test.

6. Techniques of Data Analysis

The writer uses data analysis of improving vocabulary through retelling English story as follows.

1. Finding different score between variable 1 (x) and variable 2 (y).

$$D = x - y$$

2. Looking for mean difference

$$MD = \frac{\sum D}{N}$$

3. Standard deviation of difference

$$SDD = \frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}$$

4. Standard Error from mean of different

$$SEmD = \frac{SDD}{N-1}$$

5. To

$$To = \frac{MD}{SEmD}$$

Notation :

D: Different Score

X: Variable I

Y: Variable II

MD: Mean of Difference

N: Respondent

SDD : Standard Deviation of Different

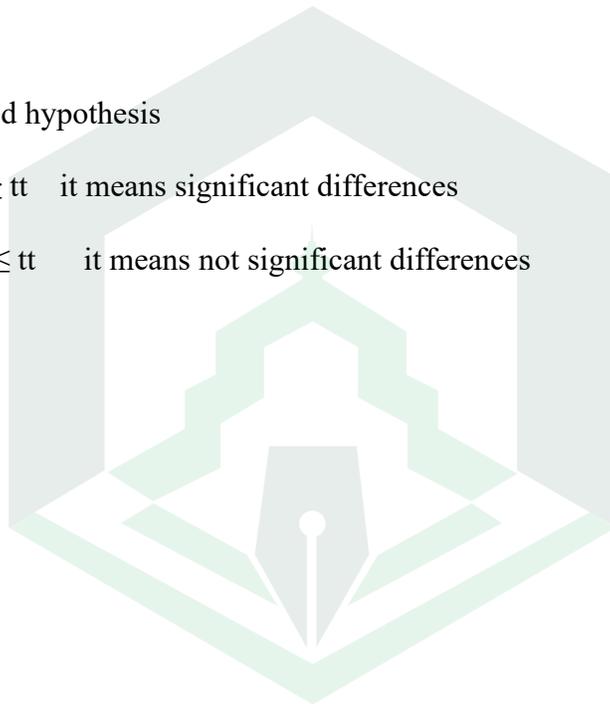
SEMD: Standard Error of Mean Different

To: Test

6. Formulated hypothesis

If $T_o \geq t_t$ it means significant differences

If $T_o \leq t_t$ it means not significant differences



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Translate these vocabularies below to Indonesia.**Pre – Test**

- | | |
|--------------|---------------|
| 1. Rich | 17. Tomorrow |
| 2. Ocean | 18. Town |
| 3. Landscape | 19. Animal |
| 4. Sun-bathe | 20. Beautiful |
| 5. Statue | 21. Live |
| 6. Crocodile | 22. Ride |
| 7. Jealous | 23. Bread |
| 8. Counted | 24. Elephant |
| 9. Scales | 25. Food |
| 10. Pillow | 26. Play |
| 11. Gave | 27. Country |
| 12. Kind | 28. Strong |
| 13. Fun | 29. Nuts |
| 14. Walk | 30. Arcade |
| 15. Injured | |
| 16. Hard | |
- 
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CHAPTER I

INTRODUCTION

A. Background

Teaching language certainly involves many things the teacher should know before conveying material. One of the important things is using media and memorizing words that has same meaning. As in common that media in instructional educative is used to make communication running well especially in teaching-learning process¹. There are many methods the teacher can use in teaching learning process. The method by which students are taught must have some de-motivated, whereas if they have confidence in the method they will find it motivating. But perhaps this is the most difficult area of all to be certain of. The teacher said earlier that a really motivated student will probably succeed whatever method (within reason) is used. It is also true that different students are more or less sympathetic to any particular method depending upon their expectations. Never the less the researcher believes that the use of retelling story can improve students' vocabulary achievement.

Language is a tool to convey idea to get goal. The important thing is how to deliver it in order people can understand it. In this case the students need many vocabularies. If they want to learn language; of course they have to memorize many

¹. Ahmad Rohani, *Media Instruksional Edukatif*, (Cet. I; Jakarta; Rineka Cipta, 1997), p. 1.

vocabularies before. So, it is not wrong if Fuller as quoted by Syahrudin El Hajj said that "there are only two things that you really need to learn when you study a foreign language; words, and how to put them together to create a good sentence. You just cannot learn a language without learning words-lost of them.² Then words is very important for all of people who will master English rightly and fluently.

As a teacher and a learner, they have to master vocabulary in order to make learning-process run well. So, as a teacher also has to prepare anything before starting to teach. Besides that, the teacher has to know about material, methodology, strategies in teaching and any other. Mastering vocabulary is really important in learning language, English is a language that people in all over the world learn it. As a foreign language Indonesia, English consist in four macro skill like listening, writing, reading and speaking skill.³ And we have to master in vocabulary because they couldn't not separate each other.

Many reasons why some students feel bored in the class. Some others claim to feel bored because of our teaching performance (Perhaps to stiff, subtle, unclear, unaccommodating, uncommunicative, not interactive etc), or our teaching material are extremely tedious or monotonous. This may happen since many teacher never presume that some of their students are perhaps more knowledgeable or skillful than the teachers themselves matters.

². Syahrudin El Hajj, *Smile English Book A Practical Guide*, (Makassar, Samagora Study Club (SSC), 2004), p. v

³ Djalius Syah, *International English Conversation* (Jakarta: Rineka Cipta. 2000), p. 250.

The most difficult thing to deal with the first time of teaching is not to deliver the subjects of study, since many teacher have been familiar with them, and even we can prepare and rehearse them again within a few days before teaching. It is actually how to manage our self at the time of teaching, more than just to deliver the materials

As a teacher, they must know how to choose correct method or technique to teach the material in order to make the student feel comfortable and motivated in learning. Teaching learning process, needs skill communication. The teachers must realize if the same method is used all the time, it can build a barrier to learning. The teacher needs to be aware of at all times. To be effective teachers, they need to be on top of thing at all times and to be interesting or amusing to the audience.

Researcher has shown that media has superiority to help teachers to deliver learning message that faster and easier for students and then by retelling story student easy to improve their vocabularies and not difficult by teacher make students memorize many words. Media has a story positive and can change the students' behavior to be creative and dynamic. The role of media is needed in learning process where media is not as a tool but as a part of integral in educational system and learning process⁴. With Retelling story has much advantage or benefit the in which the students can receive, The importance of retelling stories is that it allows students to learn to organize and describe events, which enhances reading comprehension.

⁴. Asnawir dan Basiruddin Usman, *Media Pembelajaran*, (Cet. I; Jakarta: Ciputat Pers, 2002), p. 1

Story retelling provides ELLs an opportunity to analyze stories and build oral language as they acquire related vocabulary⁵

In teaching learning process, especially English learning there are many methods the teachers can use. One of them is retelling English story. This method is very effective in English learning process, because it can make interactive situation in the class. So, the students can improve their ability in English language, especially for improving their vocabulary. The children who were told the story were more capable of retelling the story. They told longer and more detailed stories, employed more diverse vocabulary, and used more story conventions. Retelling stories also encouraged the students to retell the stories on their own and at home, an important confidence and language building activity. Furthermore, children will often seek out the stories they heard in text form.⁶

Story retellings require the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand. Retellings build story comprehension. Retellings help children rethink their way through a text, thereby enhancing their understanding⁷

⁵ Justine Brandi-Muller, *Retelling Stories*, [http:// www. colorincolorado. org/ article/ 13282/](http://www.colorincolorado.org/article/13282/), 2013.

⁶ Molly M. Caton, Linda K. Crowe, *Comparison of Preschool Children's Story Retelling Following One Versus Three Exposures to an Unfamiliar Story*, [http:// storytellingblog. letstellstories. com/ 2011/ 10/ benefits- for-children-of-retelling.html](http://storytellingblog.letstellstories.com/2011/10/benefits-for-children-of-retelling.html).

⁷ Owocki, [http:// www. nationalserviceresources. org/ filemanager/ download/ learns/ spr 2003. pdf.](http://www.nationalserviceresources.org/filemanager/download/learns/spr2003.pdf)

In application, this method is very easy to use. and has many advantages. Retelling English story has advantages such as: can be creative, does not like feel hard work, very useful for changing attitudes, students can critics each other's view and not the person, and others. The teacher can use this method to improving students vocabulary.

Retelling is defined as post reading or post listening recalls in which readers or listeners tell what they remember either orally or in writing or illustrations⁸ Retellings add considerably to our understanding of students' comprehension because they provide a view of the quantity, quality, and organization of information constructed during reading or listening. As the text recall through retelling is natural for children, it does not necessarily bias them to process text in a particular way, as questions do⁹. The teacher can apply this method, because they can make direct interaction with students. That is the important thing in improving students vocabulary.

Based on the assumption above, the researcher tries to find out the correct method in improving students vocabulary of SMPN 8 Palopo. The title of research is "*The Effectiveness of Retelling English Story to Improve Students' Vocabulary at the*

⁸ Kalback. *Using Retelling to Scaffold English Language for Pacific Island Students*, <http://www.readingmatrix.com/articles/stoicovy/>, 1986.

⁹ Lipson & Wixson, 1997, *Using Retelling to Scaffold English Language for Pacific Island Students*, <http://www.readingmatrix.com/articles/stoicovy/>, 1997.

Eight Years of SMPN 8 Palopo". This research is hoped to give contribution especially for SMPN 8 Palopo in improving Vocabulary.

B. Problem Statement

Based on the background above, the writer formulates the research question as follows:

1. To what extent does retelling story improve students' Vocabulary?
2. How is the students' response toward the retelling story?

C. Objective of the Research

Based on the research that set above the writer states the specific objective of this research : This research aims both finding out whether are not the students vocabulary can be improved when using the retelling story and how the students' attitude toward the discussion method.

D. The Significance of the Research

In writing this research proposal, it is expected to be useful information for all elements;

1. Theoretical advantage, the institution where the research take a place (SMPN 8 Palopo) can use this step to as reference strategy of learning the skill of the students.

2. Practical advantage teachers and students at the SMPN 8 Palopo can use this step to improve the quality of study and students can improve and developing method to improve their vocabulary.

3. Readers and all people can improve their English skill especially by improving vocabulary through the retelling English story. It can be reference in English teaching and can developing knowledge.

E. Scope of the Research

The scope of the research will be restricted to vocabulary teaching through retelling English story at the eight year students' of SMPN 8 Palopo. Retelling English story used here to make students and teacher become creative in learning and teaching process, which the writer has to be creative in making it interesting for students in learning vocabulary. It's emphasized on content words namely, Noun, Adjective, Verb and Adverb. And this research the writer will use fiction story with topic: Hard Decision, The Crocodile, Ragunan Zoo and The Island of Bali.

F. Previous Related Research Findings

Before explaining more about the review of related literature, the researcher will suggest some documentations about relevant previous related research findings with the content or the aim of the research it this research. In this research the researcher will focus to analyze of the effectiveness of retelling English story to improve students' vocabulary, so it's have aim to how make stories can change learning process is active than usual.

There are some relevant previous related research findings with this research are:

1. The research by Basri on titled "*Improving Vocabulary Through Letter Game At The Eight Year Students of Pesantren Modern Datok Sulaiman Putri Palopo*" describe that using letter game, make students easier to memorize vocabularies.¹⁰
2. The research by Jumarni on titled "*Improving Students Vocabulary Through Synonyms Word At The Second Year Students of SMP Muhammadiyah Palopo*" revealed that is improving students vocabulary by synonym and different with this research, and this research invited students to be active looking for the synonym every words.¹¹

¹⁰ Basri, *Improving Vocabulary Through Letter Game At The Eight Year Students of Pesantren Modern Datok Sulaiman Putri Palopo*, SKripsi STAIN Palopo Tahun 2009.

¹¹ Jumarni, *Improving Students Vocabulary Through Synonyms Word At The Second Year Students of SMP Muhammadiyah Palopo*, Skripsi STAIN Palopo, Tahun 2010.

3. The research by Rahma Bulan on titled “*The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang*” The research focused is how to use picture in order to improve students vocabulary, and by this method students isn't bored to study English because by picture students can study with relax.¹²

G. Theoretical Framework

This part presents some concepts about effectiveness, retelling story, and Vocabulary.

1. The Concept of Effectiveness

a. Definition

Oxford dictionary states, that effectiveness is producing the result that is wanted or intended¹³. Effectiveness related to achievement of study, or in connection with result what we want to get. Effectiveness means that materialized a result of what we wanted, and the presence of good result than before.

Effectiveness means the capability of, or success in achieving a given goal. contrary to efficiency, the focus of effectiveness is the achievement as such, not the resources. Spent has to be efficient, but anything that is efficient also has to be effective¹⁴.

¹² Rahma Bulan, *The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang*, Skripsi STAIN Palopo Tahun 2008.

¹³ Oxford, *Oxford Learners Pocket Dictionary*, (New York : Oxford University Press, 2003), p. 18.

¹⁴ <http://en.Wikipedia.org/wiki/effectiveness>.

Based on opinion above, the intended results are the ability of students in English be better, for example Capability of students for speaking and the students, can understand well what the communicator said.

b. Effectiveness of Using a Method

Effectiveness of using a method could be seen as a correlation between method and all teaching components that have been programmed. Utilization a method where is not connected with teaching purposes will be concentrating to get formulation purposes. Many materials of teaching only waste the time because of method.

Some of indicators a method are not effective in application:

- 1) The students could not concentrate
- 2) The students are bored and restless
- 3) The students are not enjoy getting material
- 4) There is not spirit / motivation to study
- 5) The students do not master of material have been given by the teacher.

In teaching learning process, the use of method can support the teacher in achieving his purposes.

According to Lozanov, as quoted By Stephen D. Krashen the effective method has three elements:

- 1) An attractive classroom (with soft lighting and a pleasant classroom atmosphere).
- 2) A teacher with a dynamic personality who is able to act out the materials.
- 3) A state of relaxed alertness in the students¹⁵.

c. Characteristic school

The push for greater school effectiveness has become a national growth industry, generating hundreds of research studies as well as thousand discussion paper and district level improvement plans. This section describes some of the most important finding from this vast float of materials.

1) Effective Teaching

One conclusion supported be recent research on effective instructional practices. Studies that focus on this idea are referred as affective teaching or effective instruction research.

2) Classroom Management

Research on classroom management indicates that effective teacher utilize a variety of techniques to develop productive discipline and to motivate students. Effective teachers do the following:

¹⁵ Stephen D. Krashen, *Principle and Practice in Second Language Acquisition*, (New York: Princitce-Hall Internasional, 1987), p. 144

- (a) They make sure that the students know what the teacher will not tolerate.
- (b) They make sure that students know what to do if they need help or if they complete assignment early.
- (c) They give students assignment of sufficient variety to maintain interest.
- (d) They monitor the class for signs of confusion.
- (e) They use variations in eye contact, movement, and academic activities to focus attention during classroom.
- (f) They do not respond to discipline problems emotionally.
- (g) They arrange the physical environment to complement their instructional objectives and methods.
- (h) They provide a smooth transition between activities.

3) Effective Instruction

Identification of what appear to be the most important considerations in delivering instruction effectively. Some of the considerations emphasized in recent research are as follows:

- (a) Effective teachers provide an overview of what is to be learned.
- (b) Readiness activities emphasize the linking of new information vocabulary.
- (c) Explanations are provided of example utilized in instruction.
- (d) Students engage first in guided practice and then in independent practice.

4) Grouping of students

Grouping of students for effective instruction in complex and controversial. A common strategy in the past has failed to improve the performance of low achievers. On the other hand, heterogeneous grouping generally has not been successful unless it has utilized effective individualized and small group method that allow students to proceed at their own pace. Unfortunately, individualized, continues, progress instruction has seldom succeeded because it requires an enormous amount of planning, effort and instructional resources to be effective

2. Method

Method is an orderly procedure or process regular manner of doing anything: hence, manner, way, mode. As a method of teaching languages, a method of improving the mind or orderly arrangement, elucidation, development or classification, clear and lucid exhibition systematic arrangement peculiar to and individual. Or a way of doing something, especially a systematic way, implies on orderly logical arrangement (usually in step).¹⁶

The word method is simply descriptive of process and techniques used by a teacher to communicate information to the students because class differ in interest, mental ability, and attention span. The teacher must use teaching method which are appropriate for his group.

¹⁶ Brainy Quote, 2008, *Research Methods Knowledge Base*; online: <http://www.sosialresearchmethods.net/kb>, Accessed on October 5th 2013.

The variety of teaching method is almost limitless. It may be helpful to think terms of categories of method. For example, one type of communication emphasizes the teacher as the performer in the educational process. One might call this “teacher-to- student communication.” Within this category such methods as lecture, storytelling, and demonstration will be included. Obviously these method are primarily monological. They lend themselves to large groups, coverage of much content, and groups of learners who have minimal preparation for the class time. Usually, teachers with less training and experience tend toward this category since it is easier to use than most others. Unfortunately, they form habits which persist years later when they have gained experience worthy of greater variety in teaching method. As some has said, the only bad method is one which is “used all of the time”.¹⁷

3. Retelling Story

a. Definition of retelling story

Retelling provides an opportunity for readers to process what they have read by organizing and explaining it to others¹⁸. Retelling develops students’ story grammar because they must identify crucial points and the supports information. It also reinforces sequencing since it demands remembering information, events and process. It encourages interacting with the text from a variety of perspective, their own, their audience’s and the author’s. Retelling supports good reading because

¹⁷ John Wesley, 2008, *Thinking about Teaching Methods*, online <http://www.bible.Org/Print> accessed on October 5th 2013

¹⁸ Subramanian A. *Retelling Story*. Online. <http://www.waze.net/oea/activities/1>. accessed on Wednesday 3 Oktober 2013

students must engage in repeated readings of the text, which supports fluency. Naturally, retelling is its own form of assessment, since the students recitation confirm his/her reading of it and reveals the extend of his/her comprehension.

Researcher indicates that retell increases both the quantity and quality of what is comprehended. Teacher can use retelling as a way to build silent reading fluency at to measure comprehension. Having a student retell allows a teacher to assess a students' understanding. Retelling story allows teacher to gain insight into what a student views as important and also how the students organizes the information. A checklist of what is to be covered is helpful as the students retell the story. This strategy can determine whether the students knows the main idea, can make inferences, identify concept, make generalizations, and connect to the text.

Retelling story is telling story that use our own words after reading from a book, magazine, etc. or hearing from someone, radio, etc. it id one strategy to boots or improves .students speaking skill.

Retelling a story in one's own words (rather than reciting a text from memory) provides oral fluency practice. Story telling is common human activity which can be enjoyable, especially if the material is interesting.¹⁹

Retelling story is an activity to help the students focus on their understanding of what they read and challenges them to communicate what they have learned to others. Retelling can come in the form of an presentation or a written assignment and features the main components of characters, setting, problem, events, solution and

¹⁹ *Ibid.*

theme. The easy to remember handprint will help the students to organize their thought and information as they prepare to retell their stories.²⁰

b. The beneficial of retelling story

A recent study with students showed that children who were told a story rather than read a story had greater comprehension of the story. When asked to retell the story, the children who were told the story were more capable of retelling the story. They told longer and more detailed stories, employed more diverse vocabulary, and used more story conventions. Retelling stories also encouraged the students to retell the stories on their own and at home, an important confidence and language building activity. Furthermore, children will often seek out the stories they heard in text form. Their familiarity with the stories then aids them in reading the stories for themselves.²¹

Retellings help children rethink their way through a text, thereby enhancing their understanding.²² Story retellings require the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand. Retellings build story comprehension. A wealth of research shows that reading aloud to young children supports specific

²⁰ *Ibid.*

²¹ Molly M. Caton, Linda K. Crowe*, & Sherry J. Haar. Comparison of Preschool Children's *Story Retelling Following One Versus Three Exposures to an Unfamiliar Story* <http://storytellingblog.letstellstories.com/2011/10/benefits-for-children-of-retelling.html> di akses 10 November 2013

²² Owocki, <http://www.nationalserviceresources.org/filemanager/download/learns/spr2003.pdf>. Di akses pada tanggal 10 November 2013.

aspects of their literacy development. The kinds of learning experiences that occur before, during, and after reading aloud have an equally important impact on literacy development.

4. Story

In Oxford Learners Pocket Dictionary, define that story is the description of past or imaginary events. Other definition, story is observed and narrated.²³

1. Classification of Story²⁴

Story is classified, as fiction, non fiction, and historical fiction.

- a. Fiction is literary about imaginary people and events
- b. Non fiction is literary about real people and events.
- c. Historical fiction is literature based on real people or events, but containing imaginary event or character within the story.

2. The Main Types of Story

There are many different types of story, with different labels. The most generally include:

a. Story

Story is the telling of happening or connected series of happenings, whether true or fiction; account; notation.

b. Narrative

²³ Oxford University Press, *Oxford Learner's Pocket Dictionary* (Ed. I; New York: 2003), p. 426

²⁴ Deidre Fulton. *Short Story*. Online. http://www.en.wikipedia.org/wiki/short_story, accessed on Wednesday 3 Oktober 2013

Narrative is the broadest sense of anything told or recount: more narrowly, something recounted in the form of a story; account; tale.

c. Springboard Story

A springboard story is a story that enables a leap in by understanding by the audience so as to grasp how an organization or community or complex system may change. A springboard story has an impact not so much through transferring large amounts of information, but through catalyzing understand. It enables listeners to visualize from a story in one context what is involved in a large scale transformation in an analogous context.

d. Anti-Story

An anti-story is a story that arises in position to another. Any story that has significant impact in a group or organization will give rise to similar stories. Anti story is aim at undermining original story. As often pointed out by Dave Snowden, an anti stories can arises as a negative or cynical counter to stories of official goodness. But it is not limited to the situation of stories of official guides. It also arises in response to negative or cynical stories where again the intent is to undermined the original story.

The phenomenon anti story one tells the scene then becomes a battle between competing stories. The competing stories may co exist for an extend period, or one story may overcome the other and become the accepted of what is going on.

3. Form of Story

The forms of story that are originally oral and to some extent enduring either through being told and retold, or through being written down include:

a. Fable

Fable is a fictitious to teach moral lesson; the characters are usually talking animals.²⁵

b. Parable

Parable is short, simple story usually of an occurrence of familiar kind, from which a moral or religious lesson may be drawn.

The word “parable” comes from the Greek “rapboan” (Parabole), The name given by Greek rhetoricians to any fictive illustration in the form of brief narrative. Later it came to mean a fictitious narrative, generally referring to something that might generally occur, by which moral matters might be conveyed.²⁶

A parable is a brief, succinct story, in prose or verse that illustrates a moral or religious lesson. It differs from a fable in that fables use animals, Plants, inanimate objects, and forces of nature as actors while parables Generally bare stories featuring human actors or agents.

²⁵ Krasicki. *Fable and Parable*. Online. <http://www.en.wikipedia.org/wiki/fable>. accessed on Wednesday 3 Oktober 2013

²⁶ John P. Meier. *Parable*. <http://www.en.wikipedia.org/wiki/parable>. accessed on Wednesday 3 Oktober 2013

Parable is one of the simplest of narratives. It sketches a setting, Describes an action, and shows the results. It often involves a characters facing a moral dilemma, or making a questionable decision and then suffering the consequences of that choice.

c. Myth

Myth is traditional story of unknown authorship, ostensibly with a historical basis, but serving usually to explain some phenomenon of nature, the origin of man of the customs, institutions, religious rites of people; myths usually involve the exploits of God and heroes.

d. Legend

Legend is a story handed down for generation among people and popularity believed to have historical basis, although not verifiable.

4. Stories in Written Literature

Stories in written literature include:

a. Short Story

Short story is a fictitious literary composition in prose or poetry, shorter than a novel; tale.

b. Novella

Novella is relatively long fictional prose narrative with a more or less complex plot or pattern of event about actions, feelings, motives of group of characters.

c. Epic

Epic is long narrative poem in a signified style about the deeds of traditional or historical hero or heroes, with certain formal characteristics.

d. Drama

Drama is literary composition, that tell the story usually of human conflict, by means a dialogue and action, to be performed by actors; play; new often any play that is not comedy.

e. Tragedy

Tragedy is a serious play or drama typically dealing with the problems of central character; leading to unhappy or disoustrus ending brought on, an in ancient drama by fate and tragic flaw in this character or in modern drama, usually by moral weakness psychological maladjusment or social pressure.

f. Comedy

comedy is originally a drama or narrative with a happy ending or no tragic theme, for example Dante's divine comedy; more recently with a more less humorous treatment or characters and situation and a happy ending.

g. Force

force is exaggerated comedy based on broadly humorous or highly unlikely situation.

h. Parody

Parody is a literary or musical work imitating the characteristic style of some other work or of writer or composed in a satirical or humorous way usually by applying it to an inappropriate subject.

i. Satire

Satire is a literary work in which vices, follies, stupidities or abuses are held up to ridicule and contempt.

5. *Vocabulary*

a. Concept of Vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing the vocabulary. Vocabulary is one of the components of language. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning. Opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials and to process different kind of oral and written texts, as well as the kinds

of strategies learners use in understanding, using, and remembering words²⁷.there are 3000 to 5000 words suggested for learners continuing to tertiary education studies²⁸. As we know that, before the students know how to speak and write, the teacher should introduces kinds of vocabulary to know many things in their environment. So one the general purpose of pupils learning is they have to able recognize general thing such as kind of animals, fruits, things in room, and so on. So, the writer tries to teach vocabulary to students about 50 to 100 vocabularies.

b. Definition of Vocabulary

Vocabulary is total number of word in a language, words known to a person; list of words with their meanings, especially at the back of for teaching a foreign language²⁹. Vocabulary or word also called a base word or a word family is defined as including the base form (e.g.: make) and its inflections and derivatives (e.g., makes, made, making, maker and markers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them³⁰. Vocabulary is the set of words used by a writer or speaker; or a list or word used in certain book arrange in alphabetical order³¹.

²⁷. Jack C. Ricard and Willy A. Renandya, *Methodology In Language Teaching*, (Cet. I: United State of America; Cambridge University Press, 2002), p. 255

²⁸. *Ibid.* p. 256

²⁹. Oxford University Press. *Oxford Learner's Pocket Dictionary*, New Edition: 1995 p. 461

³⁰. Jack C. Ricard and Willy A. Renandya, *Op.cit.*, p. 258.

³¹. Ahmad Thib Raya and Musda Mulia, *Increase Your Vocabulary and Idiom*, (Ujung Pandang: 1989), p. 1.

c. Types of Vocabulary

There are two words lists, one of function words and one containing a basic 2.000 word English vocabulary. In addition, there is a list of suffixes to be used with 2.000 word list³².

The list of function words containing about 230 words of very high frequency. They were not chosen solely on the basis of frequency. However, on the basis of grammatical function, the list consists of articles, auxiliary verbs, prepositions, conjunction, pronouns, noun determiner, substitute nouns, intensifiers, and contain often specialized expressions.

6. Vocabulary Classification

1. Function words

Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. Where in function words is consist

a. Article

b. Preposition

c. Conjunction

2. Content words

³². Collier Macmillan, *The Key To English Vocabulary*, (Cet. V; New York; Macmillan Company, 1971), p. vi

Content word name and describe the infinite number of thing, person, events and processes that speakers of English want to talk about, such as: (after, man, eat, drink, house). Content words can be derived into three general classes:

- a. Words naming things, ideas, entities.
- b. Words naming actions.
- c. Words used to describe the qualities of those things or actions.

These derivations correspond closely to the traditional part of speech: noun, verbs, and adjective-adverb³³.

1) Noun

Nouns are a part of speech typically denoting a person, place, thing, animal or idea. In linguistics, a noun is a member of a large, open lexical category whose members can occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition.³⁴

2) Verb

A verb, from the Latin *verbum* meaning *word*, is a word (part of speech) that in syntax conveys an action (*bring, read, walk, run, learn*), an occurrence (*happen, become*), or a state of being (*be, exist, stand*). In the usual description of English, the basic form, with or without the particle *to*, is the infinitive. In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb

³³. *Ibid.* p. 3

³⁴ Loos, Eugene E., et al. <http://www.en.wikipedia.org/wiki/parable>. accessed on Monday 3 Oktober 2013

may also agree with the person, gender, and/or number of some of its arguments, such as its subject, or object. In many languages, verbs have a present tense, to indicate that an action is being carried out; a past tense, to indicate that an action has been done; and a future tense, to indicate that an action will be done.³⁵

3) Adjective

Adjective is a 'describing' word; the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. Adjectives is one of the traditional eight English parts of speech, although linguists today distinguish adjectives from words such as determiners that formerly were considered to be adjectives. In this paragraph, "traditional" is an adjective, and in the preceding paragraph, "main" is.³⁶

4) Adverb

Adverb is a word that changes or qualifies the meaning of a verb, adjective, other adverb, clause, sentence or any other word or phrase, except that it does not include the adjectives and determiners that directly modify nouns. Adverbs are traditionally regarded as one of the parts of speech, although the wide variety of the functions performed by words classed as adverbs means that it is hard to treat them as a single uniform category.³⁷

³⁵ Jackendoff, R. *Foundations of Language*, Oxford University Press, 2002, p. 135.

³⁶ *Capital Community College Foundation*. Capital Community College Foundation. Retrieved 20 August 2013.

³⁷ Cinque, Guglielmo. 1999. *Adverbs and functional heads—a cross linguistic perspective*. Oxford: Oxford University press.

d. Vocabulary Selection

Teaching vocabulary is crucial process in learning of language and it must be managed properly. In English structure the words have integral point. It is due to the lack of vocabulary referential for the students can make students poor in language skill.

To select the important vocabulary, means that the teacher or instructor should choose the actual words that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students need. Vocabulary for beginners, middle, and intermediate the teacher or instructor should choose what vocabulary the students need.

A general principle of vocabulary selection has been that of frequency³⁸. The teacher can decide which words should be taught on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are the ones teacher should teach first.

Based on the explanation above, it can be concluded that when teaching vocabulary, the teacher relate vocabularies must to the students need by considering their level/age, environment and anything that relate to their words. The students may like to study by picture, games, role play, singing a song, etc³⁹.

5. Some Techniques in Teaching and Memorizing Vocabulary

³⁸. Jeremi Harmer, *The Practice of English Language Teaching*, (Cet. I; New York; Longman Publishing, 1992), p. 154.

³⁹. Muh. Syahrullah, *Learning English Vocabulary Through Songs, Paper D3* (English Department STAIN Palopo, 2004), p. 13

- a. Demonstrating the real objects.
- b. Showing some pictures
- c. Singing a song
- d. Creating some words⁴⁰.

There are three activities, which are designed to teach and practice word, they are:

1. Presentation

There are many opportunities to present the best way to bring new words into the classroom, such as picture, regalia, and contrast.

2. Discovery

Students will use their bilingual dictionaries, so they will find the meaning of words.

3. Practice

Using new vocabulary, this is known in real communication, so it would not be forgotten easily⁴¹.

Students need to learn the lexis of language. They need to learn what words mean and how they are used. While this obviously involves giving them names for

⁴⁰. *Ibid.* p. 11.

⁴¹. Jeremi Harmer, *op.cit.*, p. 161.

things (e.g. table, chair, etc.)⁴². It also involves showing them how words are stretched and twisted (e.g. to able a motion, to chair a meeting) dearly some words are more likely to be taught at lower level than other, and some user of words may be more sophisticated than others and therefore more appropriate for advanced students.

Mastering vocabulary is an important thing for people who want to understand reading conversation or writing in English without enough vocabularies it is impossible for people to get it.

Most people sometimes ask "how to speak English well and perfectly". This is a classical question and it has many answers. There are three important things that should be paid attention by the English learners⁴³.

1. The students should have an interest, wise word says, "Where there is a will, there is a way" so the people who have good desire or interest to study English is impossible to master it. The difficulties in learning English will be very easy when the students have a good interest.

2. The students should have enough vocabularies. These vocabularies can be found by many source, can be from reading material, or discussion with friends.

3. The students should practice the vocabularies they have. Using vocabulary has sometimes been forgotten by English learners. They sometimes have enough vocabularies but because of being lazy or the never use them in their daily life, they

⁴². *Ibid.* p. 23-54.

⁴³. Yusran Pora, *Develop Your Vocabulary Grammer and Idiom*, (Cet. I; Yogyakarta; Pustaka Pelajar, 2003), p. vii-viii.

can be easy to forget it. So the suggestion is "to use the vocabularies that you have had any time". For example, when you are talking to your friends or want to present your presentation in front of English club, you can use English language.

One of the most effective ways to increase your vocabulary is to read often and widely. The more different kinds of writing you read, the more new words you will acquire⁴⁴.

Language is word united. So if someone want to study a language the learner have to memorize its vocabulary first. There are more than 50.000 list of words in English include its derivation. That Indonesian English Dictionary which is made by John M. Echols and Hassan Shadily only consists of 12.000 vocabularies⁴⁵.

The problem is how to keep all vocabularies in our brain. While English teaching in senior high school right now only four hours in a week. The learner does not only study vocabulary but they also study all components in English like grammar, reading comprehension, conversation, etc.

It is impossible for us to memorize all of vocabularies in English. Linguists say that to read and speak perfectly we just need 5.000 vocabularies because the others word are seldom used.

g. Hypothesis

In this research, based on the writer proposed, the hypothesis is as follows:

⁴⁴. Licklider, *Building a College Vocabulary*, (New York; Little Brown and Company, 1981), p. 1.

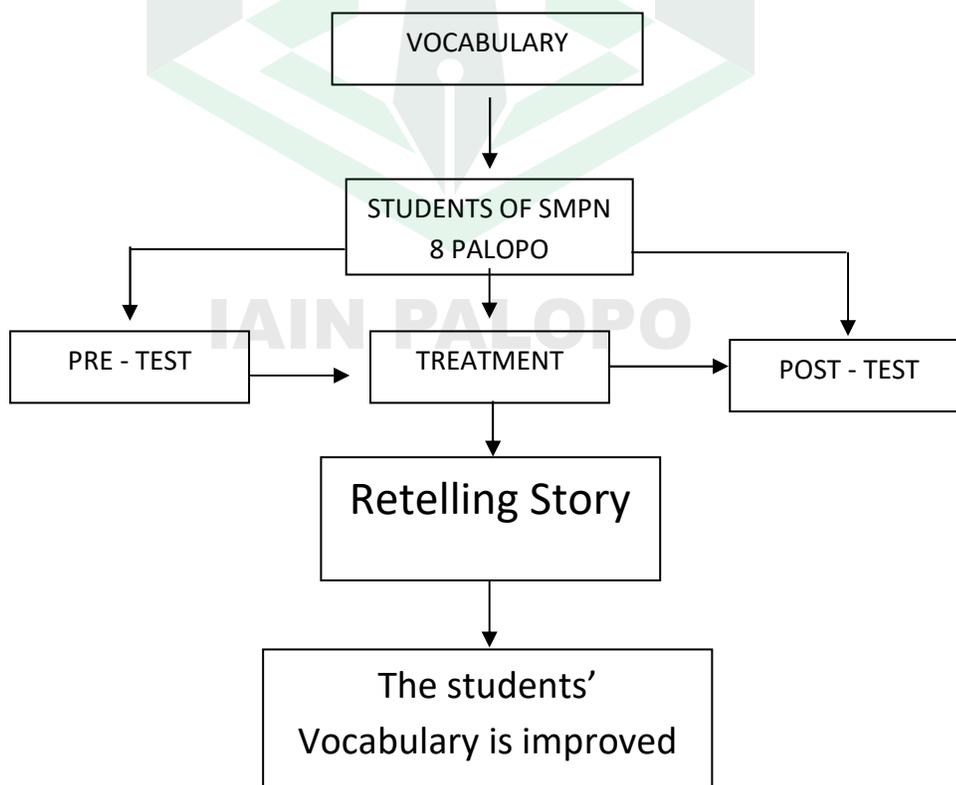
⁴⁵. Rahmat Taufik Hidayat, *Kosa Kata Bahasa Inggris*, (Cet. VI; Yogyakarta; Pustaka Pelajar, 2005), p. 1.

- a. Null hypothesis: There is no different on the students vocabularies achievement through Retelling Story.
- b. Alternative hypothesis: There is different on the students vocabularies achievement through Retelling story.

h. Conceptual Framework

The conceptual framework in this research explains about the effectiveness of retelling story in improving students vocabulary. The students vocabulary will be measured, before treatment that by giving Pre-test and Post-test, analyzing in finding data analysis, and making conclusion. This research chooses retelling story as a way in learning teaching process that can improve students vocabulary.

Flowchart of Conceptual framework.



G. Method of Research

1. Method and Design

a. Method

The method that will be used in this research is experimental research that related with statistic. It will be used to describe the effectiveness of retelling English story to improve students' vocabulary at the eight year of SMPN 8 Palopo.

b. Design of Research

To do the experimental, the research used one group pre-test and post test design. The design is written as follows:

X1 – T – X2

Remarks: X1 : Pre test

T : Treatment

X2 : Post test⁴⁶

⁴⁶ Hatch and Lazaraton. *The Research Manual* (USA; Newbury House 1991) p. 7.

In the design of the research, the first is before treatment/ experiment and the second one of after treatment. The observation done before treatment is called pre test (X1) and the observation done after treatment is called post test (X2).

2. Variables and their Operational Definition

a. Variable

This research consisted of two variables namely:

1). Independent variable. The independent variable is retelling English story, where those are suitable for students.

2). Dependent variable, the dependent variable is the improvement of students' vocabulary for students through retelling English story.

b. The Operational Definitions

1). Retelling English Story

Retelling English Story is one of methods that can be used in learning and teaching process, than the class situation is life and all of students are active because in retelling English story all of students have to prepare their self to retelling a story in English then all students have many new vocabularies.

2). Improving students vocabulary

vocabulary is part most important to master language, than teacher as motivator in teaching process must form their teaching more effective and enjoyable.

3. Population and Sample

a. Population

The population of this research consists of the eight year students of SMPN 8 Palopo in 2013/2014 academic year. the total population at the eight years students of SMPN 8 Palopo are 217 students.

b. Sample

This research will use random sampling. The amount subject is 217, we can take the sample between 10-15 % or 20-25 % or more⁴⁷. In this case the researcher will take the sample about 10 %. There are 30 students taken as sample.

4. Instruments of the Research

To collect the data, the writer uses some procedures as follow:

a. Test

The writer will distribute test to students as participant, and it intends to know the students' prior knowledge of vocabulary. It will be 60 minutes to finish test. These tests are instructed to use vocabulary test through retelling English story.

The writer will give students test in vocabulary that consist of 25 items and than students look for through retelling story with the other friends in classroom. Each item has 1 score if the students can answer it well. So, the total of the scores are 50 if the students can answer all of the questions correctly. The test aims to know the effectiveness of retelling English in teaching vocabulary at SMPN 8 Palopo

b. Questionnaire

⁴⁷. Suharsimi Arikunto. *Prosedure Penilitian*, Jakarta; PT. Rineka Cipta, 2002, hal. iii

This part the writer wants to know the students response toward the use of retelling story in learning process to improve the students vocabulary, the students' response will be tabulated and analyzed by using formula.

$$P = FQ/N \times 100\%$$

Where: P = Percentage of questionnaire

FQ = Frequency of item

N = Total sample

5. Procedure of Data Collection

To collect the data, the writer uses some procedures as follow:

a. Giving Pre-Test

The writer will distribute pre-test to students as sample, and it intends to know the students' prior knowledge of vocabulary. It took 60 minutes to finish test.

b. Giving Treatment

The researcher will conduct treatment for six meetings and each meeting the writer will give to students some stories to all of students and than every student retell again the story without seeing the text. The researcher will give stories with topic

1) *The first meeting*, the writer will give pre-test to students as sample of story and each students will get four story and students get the same story. But in the first

meeting writer just give one story with topic Hard Decision. And all of students retell the story

2) *The second meeting*, the writer will give the second story with topic The Crocodile and every student will retell again the story about the Crocodile.

3) *The third meeting* the writer will divide again the third story with topic Ragunan Zoo and every student one by one come forward to retell the story.

4) *The fourth meeting* each students will be given the last story with topic The Island of Bali and all of students retell the story.

c. Giving Post-Test

The writer will distribute post-test to students as sample. This test is to know the effectiveness of retelling English story in improving vocabulary for students. It takes 60 minutes to do the test.

6. Techniques of Data Analysis

The writer uses data analysis of improving vocabulary through retelling English story as follows.

1. Finding different score between variable 1 (x) and variable 2 (y).

$$D = x - y$$

2. Looking for mean difference

$$MD = \frac{\sum D}{N}$$

3. Standard deviation of difference

$$SDD = \frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}$$

4. Standard Error from mean of different

$$SEmD = \frac{SDD}{N-1}$$

5. To

$$T_o = \frac{MD}{SEMD}$$

Notation :

D: Different Score

X: Variable I

Y: Variable II

MD: Mean of Difference

N: Respondent

SDD : Standard Deviation of Different

SEMD: Standard Error of Mean Different

To: Test

6. Formulated hypothesis

If $T_o \geq t_t$ it means significant differences

If $T_o \leq t_t$ it means not significant differences



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Translate these vocabularies below to Indonesia.

Pre – Test

- | | |
|--------------|---------------|
| 1. Rich | 17. Tomorrow |
| 2. Ocean | 18. Town |
| 3. Landscape | 19. Animal |
| 4. Sun-bathe | 20. Beautiful |
| 5. Statue | 21. Live |
| 6. Crocodile | 22. Ride |
| 7. Jealous | 23. Bread |
| 8. Counted | 24. Elephant |
| 9. Scales | 25. Food |
| 10. Pillow | 26. Play |
| 11. Gave | 27. Country |
| 12. Kind | 28. Strong |
| 13. Fun | 29. Nuts |
| 14. Walk | 30. Arcade |
| 15. Injured | |
| 16. Hard | |



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