

CHAPTER II

REVIEW OF RELATED LITERATURE

As the foundation of the research, this part of the thesis presents review of related literature which is considered necessary to gain the knowledge of related theories from many sources. Additionally, to expand the foundation of the research, several previous studies are also presented to obtain the comparison. Therefore, this chapter covers both several theories and previous studies related to the research. The review or related theories are about teaching speaking, assessment of speaking, media, Cuisenaire rods and retelling story, while the review of previous studies is described in the last sub-chapter.

A. Teaching Speaking

1. Understanding of Teaching Speaking

There are many definitions purposed by some expert dealing with teaching speaking. According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning.¹ Hornby states that teaching means giving a person knowledge or skill.² Based on the two definitions, it can be concluded that teaching is a

¹ H. Douglas Brown, *Principle of Language and Teaching*....., 7

² A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford: Oxford University Press, 1998), 1225

process to guide, facilitate and give learners a new experience to gain knowledge.

Some experts also define speaking as Harmer says that speaking is a productive skill requires the speaker's ability to produce verbal utterances to express meaning of any information and ideas, and maintain social relationship by communicating with others.³ According to Hornby speaking means that to make use of words in an ordinary voice.⁴ Both definitions have their own contribution to complete the actual definition of speaking term. Therefore, it can be synthesized that speaking is a production of specific language by human verbally in which is aimed to communicate with each other in order to expressing idea, opinion or feeling to get some purposes.

Based on above definitions, teaching speaking can be said as a process to guide, facilitate and give learners a new experience in order to communicate with each other in expressing idea or opinion.

"The goal of teaching a foreign language is to gain the ability to communicate in the target language".⁵

Therefore, the teacher should give the students opportunities to use the target language to communicate with other. The ability to communicate in a foreign language clearly contributes to the success of the learner in school and success later in every phase of life.

³ Jeremy Harmer, *The Practice of English Language Teaching*, 7

⁴ A.S Hornby, *Oxford Advanced*, 1140

⁵ Jeremy Harmer, *How to Teach English*, (Longman: Person Education Limited, 2007), 123

2. Kinds of Speaking Activity

Teaching speaking can be in various activities. Thornbury suggests that teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become talking classroom.⁶ In other words, students speaking abilities will be improved if the teacher creates different challenging activity that is required students to speak.

There are six basic types of speaking to promote the development of students speaking skill that can be applied in language teaching as suggested by Brown as follows⁷:

a. Imitative

Imitative speaking focuses on the ability to imitate a word, phrase, or sentence. Drilling method is the representative of this type of speaking activity.

b. Intensive

Intensive speaking centres to the activity to produce oral language to demonstrate competence in grammatical, phrasal, lexical, or phonological relationships such as prosodic elements-intonation, stress, rhythm and juncture. Example of intensive assessment tasks is including directed response tasks, reading aloud and sentence and dialogue completion.

⁶ Ibid.,

⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (USA, Prentice-Hall Inc, 1994), 271-274

c. Responsive

Responsive speaking includes performing respond to the question, standard greetings and small talk, short conversations, simple requests and comments.

d. Transactional (dialogue)

Transactional speaking performs simple conversation about certain topic to talk and give specific information each other.

e. Interpersonal (dialogue)

Interpersonal speaking focuses on maintaining social relationships, the length and complexity of the interaction which sometimes includes multiple participants.

f. Extensive (monologue)

Extensive speaking is concerned with producing self oral production including speeches, oral presentation, and storytelling.

B. Assessment of Speaking

1. Understanding of Assessment of Speaking

According to Brown, assessment is an ongoing process that includes wider field.⁸ Depdiknas as cited in Fatmah's thesis states that assessment is the application of various kinds of ways to get information to what extent the

⁸ H.Douglas Brown, *Teaching by Principles: An Interactive.....*, 4

students achieve the competence.⁹ Based on the definitions above, assessment refers to a process to obtain information about students' learning achievement or competence.

As purposed on previous discussion of speaking definition. Speaking is a production of specific language by human verbally in which is aimed to communicate with each other in order to expressing idea, opinion or feeling to get some purposes. Therefore, Speaking assessment is conducted whenever student' make a use of their verbal competence in English such as response to a question, offer a comment, or try out a new word or structure.

Assessing speaking skill is considered as the hardest way of assessment of other skill. Thornbury said "the problem with including an oral component in a test is that it considerably complicates the testing procedure both in terms of its practicality and the way assessment criteria can be reliably applied".¹⁰ From the statement, it can be inferred that the speaking assessment is much more complicated than other because the application of the procedure and the assessment criteria are not well applied due to the people restrictiveness as a human being.

However, Luoma in her book "Assessing Speaking" said that: "When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some

⁹ Nur Fatmah, *Performance Assessment on Students' Oral Performance Based on 2004 Competency-Based Curriculum*, (Surabaya: State University of Surabaya UNESA, 2006), 8

¹⁰ Scott Thornbury, *How to teach speaking.....*, 124

tentative and possibly sub conscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker status on the basis of pronunciation".¹¹ Based on Luoma's statements, it shows that everyone is able to assess speaking when he is listening while paying a full attention to the speaker. Therefore, assessing speaking can be as automatic as possible based on listener's purpose to hear it.

2. Kinds of Speaking Assessment

In accordance with speaking assessment that has been explained above, Thornbury suggests five most commonly used spoken test types as follows¹²:

a. Interviews

Interviews are an oral questioning between teacher and students as both the interviewer and interviewee. This test is relatively easy to set up but time consuming. It also can be formal and informal in appropriate to the interviewer purpose.

b. Live monologues

Live monologues are the student's presentations of a short talk on a pre-selected topic. Speech and storytelling can represent this type of speaking test.

¹¹ Sari Luoma, *Assessing Speaking*, (Cambridge University Press: Cambridge, 2004), 9-10

¹² Scott Thornbury, *How to teach speaking.....*, 125

c. Recorded monologues

Recorded monologues are in the form of student's own recordings of their speaking out of the class to be collected later on in the classroom to the teacher.

d. Role plays

Role plays are the plays which are played by students where a each student assumes a role to be performed with the peer or group in front of the class.

e. Collaborative tasks and discussions

Collaborative tasks and discussions are doing a speaking task collaboratively where the students just become themselves. Conversation or dialogue can represent this type of task.

3. The Grading Scale of Speaking Assessment

There are many grading scales of assessment. A book entitled *Testing English as a Second Language* written by Harris is considered as the most applicable in speaking classroom. He purposed five components in assessment of speaking scale. The five components presented by Harris that are generally recognized in analyses of speech process are:

- a) Pronunciation (including the segmental features-vowels and consonants-and the stress and intonation patterns)
- b) Grammar
- c) Vocabulary

- d) Fluency (the ease and speed of the flow of the speech)
- e) Comprehension (an understanding of what both the tester and the test takers are talking about or the ability to respond to speech as well as to initiate it).¹³

Above five components characteristics are then defined into five short statements as the criteria of each level of 1-5 points that is described by Harris as written in the Appendix 4.

C. Media

In teaching learning process, the teacher needs a media. By using media, teacher can create enjoyable learning situations, which can make students not easily be bored, so that the student can actively participate in the class activity.

1. Understanding of Media

Media as purposed by Gerlach and Elly are persons, materials, or events that establish conditions of the students to acquire knowledge, skill and attitudes.¹⁴ As Cited in Asnawir, Association for Education and Communication Technology (AECT) defines media many forms which are used by teachers and learners for information transfer process.¹⁵ In other words, media are aids or tools of the study which consist of instructional

¹³ David P Harris, *Testing English as A Second Language* (New York: McGraw-Hill Book Company, 1969), 81-82

¹⁴ Vernon S Gerlach - Donald P Ely, *Teaching and Media: A Systematic Approach. Second Edition* (New Jersey: Prentice Hall, 1980)

¹⁵ Prof. Dr. Asnawir dan Drs. M. Basyiruddin Usman, M.Pd, *Media Pembelajaran* (Jakarta: Ciputat Press, 2002), 11

material in student's activity in the class to facilitate them in learning process.

Media can be used to support one or more of the instructional activities *Depdiknas* Indonesia stated that the use of variety of media can overcome students' boredom¹⁶. Additionally, Murcia said that media can be important motivator in the language teaching processes.¹⁷ While Brown stated that using various media creatively can enhance students to be more learnt, keep better, and improve their ability in any expected skills they want to extend. So, it can be summarized that the use of media can engage students' participation and make them not to be bored so that they can learn enjoyably and understand the lesson easily.

Media are called instructional media when it conveys message which are related to instructional objectives, such as facilitate communication.¹⁸ Teachers need to use instructional media to achieve the teaching objective. Media can also help students easier to understand, learn the lesson and get their interest and attention in learning activity. However, the teacher is demanded to be more focus on ability to use media in order to use it in appropriate ways and becomes more effective.

¹⁶ Direktorat Jendral Pendidikan Tinggi, Depdikbud. *Modul dan Kurikulum Bahasa Inggris SMP/MTs*. (Jakarta: Departemen Pendidikan dan Kebudayaan, 2004), 13

¹⁷ Marianne Celce Murcia, *Teaching English as ASecond or Foreign Language* (London: Thomson Learning, 2001), 461

¹⁸ Robert Heinich, et. al., *Instructional Media and the New Technologies of Instruction* (Canada: John Willy and Sons, Inc, 1993)

2. Kinds of Instructional Media

In general, there are three kinds of instructional media as cited by Kasbolah to utilize in classroom, they are: visual media, audio media, and audio-visual media.

a. Visual media

Media that can be seen and touched by the students are visual media. Such media include blackboard, textbook, real object, picture, file, chart, flashcard, word card, number card, flannel or felt board, magnetic board, opaque, projector and overhead projector and transparency and filmstrips.¹⁹

b. Audio media

Media that can only be listened are audio media. The media are usually used to teach Listening comprehension skill. The examples of Audio Media are radio and tape recorder.

c. Audio-visual media

Kinds of media that can be seen and heard by the student are Audio-visual media. Such as: Television, VCD, and DVD.²⁰

Among these three groups of media, visual media is relatively cheap and easy to develop for teacher. Thus, in this case, the researcher uses a

¹⁹ Mary Finocchiaro, *Visual Aids in Teaching English as a second Language*. Vol. XII. (English Teaching Forum. 1973), 155-185

²⁰ Kasihani Kasbolah, *Instructional Media for Young Learners of EFL*, (ELE, 1993), 57

media which can be seen and touch to teach speaking to get students interest and attention so that they can participate actively.

D. Cuisenaire Rods

1. The Understanding of Cuisenaire rods

Cuisenaire Rods is one of visual media in language learning. It is constructed from word united containing two words; Cuisenaire and rods. Cuisenaire is the name of the inventor whose complete name Georges Cuisenaire. He was a Belgian primary school teacher.²¹ The rods are a learning media made from small blocks of wood or plastic of different lengths and featureless.²² Each length is a different colour.²³ Based on the statements, Cuisenaire Rods are learning media made from several small blocks with different length which has different colour for each. The media should be a great media for learners because it has unique shape and characteristics.

A main theoretical foundation of the implementation of Cuisenaire rods is the statement of Scivener that

*“Cuisenaire rods were very useful, an excellent and very versatile language teaching tool”.*²⁴

²¹ The Cuisenaire Company, *Cuisenaire Rods* (<http://www.cuisenaire.co.uk>, accessed on January 3, 2013)

²² Jeremy Harmer, *The Practice of English Language Teaching*, 181

²³ Jim Scrivener, *Learning Teaching. A.....* , 312

²⁴ Ibid.,

This theory has a role as the mainstream and point to be proved through experimental evidence that was got as the result of the research.

Cuisenaire rods required the learners' to become independent and responsible learners. Akarcay states that the rods encourage playful manipulation of words and meaning.²⁵ So that when the students play using the rods, they feel and prospect into the learning process. Therefore, learning by rods becomes inclusive, interesting, easy, memorable, and imaginative. These situations automatically help learners to concentrate on the task given by the teacher.

Comparing Cuisenaire rods to other representational objects, the rods have several strengths. Stevick said that rods have an abundant flexibility. The same rods may become, now a map of the Middle East, now a picture of a traffic accident, now a graphic analogue of the surface of the Turkish noun, now a visible record of information that a student is giving about the neighbourhood in which he lives.²⁶ Rods can easily be adapted into the learning situation and help create visual situations. Akarcay says that they can also be made use of rods to teach certain pronunciation aspects, grammatical structures, lexical items, numbers, expressions, and other

²⁵ Sevilay Akarcay. *Cuisenaire Rods: Pedagogical and Relational.....*, 17

²⁶ Earl Stevick, *Teaching Foreign Languages in School: The Silent Way*. (New York: Educational Solutions, 1972), 6

elements of language learning.²⁷ Rods allow for teachers and students' creativity in the language learning.

2. Advantages Using Cuisenaire Rods

There some advantages using Rods in language teaching. As Jim Scrivener statement that the teacher can uses the rods in context. The contextualizing elements are varied either from material used or competence focused. The glance of the advantages using Cuisenaire Rods can be described as follows:

- 1) To elicit students (e.g. for grammar work) by restricting the lexis
- 2) To clarify precise meaning of two similar words, synonym or antonym
- 3) To ask a range of concept questions
- 4) To clarify structure of syllables or sentences up into words
- 5) To clarify word stress or wrong word order.
- 6) To create “magic” of the object becomes alive, when they are representing others
- 7) To be an unambiguous, tangible, visible point of reference
- 8) To make the students to be quieter and more focused rather than noisy because they required more concentrate on and narrowing attention.²⁸

²⁷ Sevilay Akarcay. *Cuisenaire Rods: Pedagogical and Relational*....., 21

²⁸ Jim Scrivener, *Learning Teaching. A*..... , 312-316

From those advantages, it clearly shows that Cuisenaire Rods will create many important effects which will be benefit to language teaching and learning.

E. Retelling Story

1. Understanding of Retelling Story

Brown and Cambourne define retelling as recounting the story by the student's own words orally.²⁹ Therefore, retelling provides an opportunity for students to process what they have read by organizing and explaining it to others. Retelling story is one of the techniques that provide students chances to be active in speaking English.

Retelling story can build students comprehension in certain story given. It requires the reader or listener to reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand.

When the teacher engages students in retelling, the teacher has to consider the several factors. The factors as a guidelines purposed by Gibson et, al are as follow:

- a. Clarify the question asked to the students before reading the text.
- b. Invite the students to retell the text as though telling it to a friend who has never heard it before

²⁹ Hazel Brown - Brian Cambourne, *Read and retell: A strategy*, 46

- c. Encourage the child by using open-ended prompts when necessary³⁰

The more experience students have with retelling, the more they are able to understand, synthesize, and infer. Because retelling is the way students understand of the events through the use of their oral language in sharing their comprehension.

2. Kinds of Retelling Story Activities

There are many activities in retelling story activities can be practiced by the teachers. The following are the examples present a range of retelling activities purposed by Gibson, et.al:

- a. Five finger retelling

This activity uses a five finger technique to guide children through retellings. Each finger represents one of the following questions:

- 1) Who were the characters in the story?
- 2) What happened in the story?
- 3) Where did the story take place?
- 4) When did the story take place?
- 5) Why did the action happen the way it did?

³⁰ Akimi Gibson, et.al., *The Power of Story Retelling*, (Portland: Learns, 2003), 2

b. Oral retellings using props

Some certain props with visual prompts is used in this activity. It can help students to organize their thoughts when retelling a story. The props such as finger puppets and felt boards provide a concrete structure to frame the story.

c. Chalk talk

This activity is used chalk on a chalkboard. This aid allows children to erase and redo elements of the retelling as needed. The chalk describes as retellings of their draw aspects of a story they are drawn while telling about it.

d. Dramatizations

As students much more love dramatic play, this activity provides them with a natural way to recreate a story.

e. Story web retellings

This techniques is used a web as a tool of this activity. It helps students to organize their ideas about fictional texts. A story web is a visual way for the child to represent the key elements of the story, such as characters, settings, problem, and solution.

f. Flow chart retellings

As a flow chart is used in this activity, it is a good way for students to organize sequential information of the text, so that they can retell sequence of events or problems raised in a story.

g. Interactive picture books

Book is a classic leaning aids. However, to make it more challenging, the students are required to create their own picture in a book. They can construct picture books from a simple story using the settings from the story.³¹

3. The Role of Teacher in Retelling Story

As retelling is a process encourages children to reconstruct the text, a teacher as a tutor has to bridge their interaction between students. When necessary, a tutor can help the students to reconstruct the meaning of the text by using open ended questions and lead in to facilitate recall³². Thus, an interactive teaching learning process will be created in retelling activity.

A teacher as a tutor must become a monitor of the students when the students are started to retell. The teacher has to ensure that the students do the followings:

- a. Grasp the main idea of the story
- b. Can describe the main events with accuracy
- c. Tell the story sequentially (with a beginning, a middle, and an end)
- d. Use vocabulary or phrases from the text
- e. Activate prior knowledge to enhance understanding
- f. Are aware of the characters and settings

³¹ Ibid., 5 – 6

³² Ibid., 3

- g. Use details to enhance the retelling.³³

4. Advantages of Retelling Story

Advantages that can be raised from retelling story are:

- a. To share and create a common experience in storytelling in the development of a student's ability to interpret events beyond his immediate experience.
- b. To introduce the students to oral language patterns. They need wide experience.
- c. To contribute to the social and cognitive development through shared experiences to feel joy for another happiness or sadness for their misfortunes.
- d. To be an aid in the development of an ethical value system.
- e. To introduce well-known tales which all well-informed people should know.
- f. To enrich students vocabulary development.
- g. To entertain and amuse the students itself
- h. To help the child appreciate his own cultural heritage, as well as the heritage of others.³⁴

³³ Ibid.,

³⁴ "Digital Storytelling in the Classroom" Tech4Learning, 2007 (http://www.tech4learning.com/userfiles/file/pdfs/Frames/digital_storytelling/ds_classroom.pdf, accessed on January 5, 2013), 1

Based on above description, it can be inferred that retelling story is not only useful for speaking and reading skill of the students, but also any other aspect of life such as exchange experience, culture heritage and get the entertainment and more new vocabulary.

Yet, the researcher focuses on applying retelling story activity to improve students speaking skill. In this case, the students are firstly given a set of story to read, later on they are asked to retell the story they have read. Meanwhile, the retelling story is identical sign of narrative story. Thus, the researcher uses narrative text as the material of retelling story activity.

F. The Use of Cuisenaire Rods in Retelling Story

Cuisenaire rods are media which is very useful language-teaching aid and become helpful with people who respond well to visual or kinaesthetic activities.³⁵ Thus, the Rods are useful for students with high interest in learning by doing. The use of the rods is widely developed since it was invented.

One of the useful activities by using the rods is retelling. The rods can represent other things (e.g. trees, houses, people or money). As an example: A woman (green rod) who wants to read a book (white rods) in small library (made by various rods constructing a building)³⁶. It shows that the retelling activity

³⁵ Jeremy Harmer, *The Practice of English Language Teaching*, ,181

³⁶ Jim Scrivener, *Learning Teaching. A* , 316

which is involved the rods as several object will be an interesting activity in the classroom.

Furthermore, the rods also can illustrate and absorb little story situation³⁷. Such as illustration of the sentence “A woman who wants to read a book in small library”. The learners can place a green rod on the middle of the table next to a white rod, and then in the left is built a library from various colours of the rods constructing a building. After placing the rods, the learners can start to retell while moving the green and white rods into the various colours. The following sentence can be placed different colour as the different character or object.

Those are the use of the rods in learning to retell story. In other word, as long as the story goes to be retold, the rods are also moved them around based on the event that occurs in the story.

1. Procedures of Cuisenaire Rods' Use in Retelling Story

In this activity, students work together to explore a text. They have to read and use Cuisenaire rods to tell the class the part of they read. Here are the procedures of using the rods in retelling story activity:

- a) Students are grouped into some groups according to the text paragraph in which consist of five students maximally for each.
- b) Each group is being responsible of a paragraph.
- c) The group starts to divide everyone of the group being a particular role:

³⁷ Ibid.,

- The person who construct of rods that represent the situation and object of the story and interpret their construction.
 - The person who told the story.
 - The person who pointed to the rods
 - The person who moved the rods around depending on what was happening.
- d) They can start reading and discussing with each other how to work on telling their paragraphs and manipulating with the rods.
- e) Each group present their paragraph and use Cuisenaire rods to tell the class the paragraph of they are responsible on, in front of the class.³⁸

Those are the procedures of using Cuisenaire rods in retelling story that will be used as a mainstream of the implementation of Cuisenaire rods for retelling story. In this case, the researcher implements Cuisenaire rods in English class for three times.

2. Advantages Using Cuisenaire Rods in Retelling Story

Furthermore, there are some advantages of using Cuisenaire rods in retelling story activity. This is as states by Akarcay in her journal that teaching speaking focus on retelling story activity by using Cuisenaire rods has the potential to give students need to really understand a text so that they would be able to explain it to their friends. She says that the rods provide an

³⁸ Sevilay Akarcay. *Cuisenaire Rods: Pedagogical and Relational Instruments*, 44 - 46

effective speaking practice as students do not read to answer questions related to a text.

Besides, Akarcay also provides several opinions from her students who had learnt retelling story using the rods. They view this media with different way as follows:

- a. It is very useful for speaking practice. It can push their selves and unavoidably causes us to learn.
- b. It is a very fun activity. They both read and spoke and tried to illustrate what they read.
- c. It is better to use colourful rods because they can remember easily and they are able to visualize and speak at the forefront.
- d. This can be beneficial for helping to keep the reading in memory.
- e. It is helpful for the class presentations.
- f. It is great to use the rods and their colours in a creative way and have them symbolize things.

From those views, in can be stated that the activity (reading and speaking) forces students to think critically and creatively on how to retell something they have read to others and make visual aids use of the Cuisenaire rods' colour.

G. Review of Previous Studies

There are several studies that has been conducted by researchers concerning to Cuisenaire Rods. One of them is a thesis by Maslukhah entitled “The effect of storytelling to the students’ pronunciation at the tenth grade of MAN 2 Gresik.”³⁹ She was investigated about the students’ pronunciation after implementing storytelling and students’ response about storytelling to improve their pronunciation. The finding showed that the students’ pronunciation improves after three times implementation of storytelling and they were motivated and being helped by the use of folktales learning pronunciation.

In brief, Maslukha’s research and the writer’s research were similar in the use of storytelling toward students of senior high school level. However, Maslukha’s did not use any media to support the storytelling activity such as the writer did. The ability which was investigated focuses on pronunciation only while the writer’s concerns on speaking which is also involved pronunciation. The design approach was also different where the writer used quantitative in experimental research while Maslukha used Qualitative in descriptive method.

A thesis entitled “*Penggunaan media batang cuisenaire untuk meningkatkan hasil belajar konsep penjumlahan pecahan siswa kelas IV SD Negeri Oro-oro Dowo Kota Malang*” (The use of Cuisenaire rods media to improve learning achievement in Fractional Sum Concept toward students of

³⁹ Maslukhah, *The Effect of Storytelling to the Students’ Pronunciation at the Tenth Grade of MAN 2 Gresik*, (Surabaya: Undergraduate thesis of IAINSA, 2012)

fourth class at SDN Oro-oro Dowo Malang)” by Ernawati.⁴⁰ She did a research about the investigation of a problem faced by students of SDN Oro-oro Dowo Malang about students’ achievement in Fractional Sum. The result of her research showed that students’ achievement of Fractional Sum material was improved after being taught by Cuisenaire rods.

In summary, the major differences can be known were learning material and subject of the study. Writer used English focused on speaking material to High School students while Ernawati’s studied about Math lesson in fractional sum material toward elementary students. The use of Cuisenaire rods in teaching learning was only the similar key used by both researchers.

A journal entitled “Investigation of Colour in The Cuisenaire Rods” by Mary Ann Hater.⁴¹ In her journal, she investigates to determine the significance of colour in the Cuisenaire rods. This study tests the hypothesis if there are differences between using coloured rods and uncoloured rods in the student’s achievement. The findings show that students who are taught using coloured rods spend less time to complete the tasks than those and who are taught using uncoloured rods. Student’s achievement shows that students who are taught using coloured rods receive higher scores on tests of rod identification than those who taught using uncoloured rods.

⁴⁰ Rima Ernawati, *Penggunaan Media Batang Cuisenaire Untuk Meningkatkan Hasil Belajar Konsep Penjumlahan Pecahan Siswa Kelas IV SD Negeri Oro-oro Dowo Kota Malang*, (Undergraduate thesis, State University of Malang, 2011)

⁴¹ Mary Ann Hater, *Investigation of Color in the Cuisenaire Rods: Perceptual and Motor Skills* (California: University of California, 1970) 441-442

In conclusion, the research focuses on the significance of colours used on the rods of Cuisenaire rods to the students' comprehension that is conducted in the two classes. On the other hand, the writer's study focuses on the investigation of the Cuisenaire rods implementation specific in retelling story to promote student's speaking skill in one specific class.

Another, a thesis written by Akarcay is investigated Cuisenaire Rods as an instrument in language learning generally by the title "Cuisenaire Rods: Pedagogical and Relational Instruments for Language Learning".⁴² She implements Cuisenaire rods toward two classes focus on the some topics such as: Playing with Time, Thirty-Four Linking Phrases, An Unusual Awareness of Words. In the end of the thesis, she concludes that Cuisenaire rods are tools whose have the potential to implement them in many activities and emphasized topic language teaching.

In short, Akarcay focused on the implementation of Cuisenaire rods generally in the various kinds of activities include linking phrase, an unusual awareness of words, word stress and retelling. In other hand, the writer's study focuses only on the application of Cuisenaire rods specifically in retelling story activity to improve student's speaking ability.

Rossiter on her journal "Cuisenaire Rods: An Invaluable Teaching Aid" which is edited by Jamall investigated the rods to develop more than twelve students skill in three activities: Directions, A Chinese Whisper Story and Co-

⁴² Sevily Akarcay. *Cuisenaire Rods: Pedagogical and Relational*.....,

operative Construction.⁴³ Briefly, the conclusion showed that a class of more than twelve students of above elementary is required careful management skills and several sets of rods, but is well be worthwhile for affective reasons.

A study above focuses on three activities toward more than twelve students of above elementary in a class. It is different from the writer's study in which focuses on speaking skill in one activity namely retelling story toward high school students.

From those previous studies, all of them have a few correlations and some differences to the writer's research. The two preceding thesis were different from this research. The first only implemented story telling without any media, and the second is the level of students and the material given by the researcher is strongly different. The journal concerns to the investigation of colour used on the rods of Cuisenaire rods toward students' comprehension. Meanwhile, Akarcay do a research about many ways of implementing Cuisenaire rods in language teaching. And Rossiter focuses on the use of Cuisenaire rods in three activities. They are different from this research which focuses on the implementation of Cuisenaire rods limited on retelling story activity. Briefly, five researches above could not answer the writer's research question, so the researcher thinks that she needs to do the research about the implementation of Cuisenaire rods limited on retelling story activity.

⁴³ Mark Rosister - Maurice Jamall. (Eds.) *Cuisenaire Rods: An Invaluable Teaching Aid*, Vernon Hills, USA : English Teachers in Japan (ETJ) Journal