TEACHING SPEAKING TROUGH RETELLING STORY FOR STUDENTS OF YEAR EIGHT AT SMPN 1 SEDATI SIDOARJO

THESIS

PERPUSTAKAAN
IAIN SUNAN AMPEL SURABAYA

No. KLAS	No. REG : T-2010/PBI/024
K T-2010 024 PBI	ASAL BUKU :
	TANGGAL :

By:

RISKA IFTAKHUL HIKMAH
NIM. D35205015

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
2010

TEACHING SPEAKING TROUGH RETELLING STORY FOR STUDENTS OF YEAR EIGHT AT SMPN 1 SEDATI SIDOARJO

THESIS

Submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

By:

RISKA IFTAKHUL HIKMAH
NIM. D35205015

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
2010

APPROVAL SHEET

Thesis by:

NAME : RISKA IFTAKHUL HIKMAH

NIM : D3520505

Title : Teaching Speaking through Retelling Story for Student of Year Eight at SMPN 1 Sedati, Sidoarjo.

Has been accepted and approved to be examined

Surabaya, July 14, 2010

Advisor

Akhmad Muzakki, Grand Dips (SEA), M.Ag, M.Phil, Ph.D
NIP. 197402091998031002

EXAMINERS APPROVAL SHEET

This thesis by :
Name : Riska Iftakhul Hikmah
NIM : D35205015

Accepted and approved by the board of examiners at Tarbiyah Faculty State Institute For Islamic Studies Sunan Ampel Surabaya

Surabaya, July, 23, 2010
Dean of Tarbiyah Faculty

Dr. H. Nur Hamim, M.Ag
NIP. 196203121991031002

Chief

Akhmad Muzakki, Ph.D
NIP. 197402091998031002

Secretary,

M. Syaifuddin, M.Ed
NIP. 197310131997031002

Examiner I.

Prof. Dr. Arief Furqon, M.A
NIP. 150 194 094

Examiner II

Drs. A. Dzo'ul Milal, M.Pd
NIP. 196005152000031002

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini :

Nama	: Riska Iftakhul Hikmah
Nim	: D35205015
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah
Judul Skripsi	: **TEACHING SPEAKING THROUGH RETELLING STORY FOR STUDENTS OFYEAR EIGHT AT SMPN 1SEDATI SIDOARJO**

Menyatakan bahwa karya ilmiyah ini adalah hasil pekerjaan penulis sendiri dan sepanjang pengetahuan penulis tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian study di perguruan tinggi ini maupun di perguruan tinggi lain, kecuali bagian tertentu yang penulis gunakan sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lain

Surabaya, 14 Juli 2010

Penulis

Riska Iftakhul Hikmah

ABSTRACT

Riska Iftakhul Hikmah 2010. *Teaching Speaking Through Retelling Story For Students of Year Eight at SMPN 1 Sedati, Sidoarjo.* Unpublished Thesis IAIN Sunan Ampel Surabaya.

Language is important for us. It is usually used to communicate everyday in any situation. In speaking there are three steps, producing, receiving, and processing. Speaking skill is the ability students in producing words in language or foreign language orally. It is one of the language skills that shows the student's ability in producing the target language.

This study focuses on teaching speaking through retelling story for students of year eight at SMPN 1 Sedati, Sidoarjo. The aim of this study is to describe how retelling story is implemented in teaching speaking and to describe what problem which might arise in teaching speaking for students of year eight at SMPN 1 Sedati, Sidoajo.

The researcher used descriptive study in which the main procedure followed the occurring phenomena naturally. The data of this study are comprised from the result of the observation, the questionnaire, and the interview. To gain the data needed, the researcher came to the class and observed the student's activity and the teacher's action directly. The researcher took note and recorded all possible phenomena which appeared during the implementation of this technique by using observation checklist. To gain the students' response toward the implementation of the technique, the researcher gave questionnaire to each student. Furthermore, she interviewed the teacher to support the data gained from the observation and questionnaire.

The result of the observation shows that before applying the technique, the teacher explained the rules of this technique over and over. Moreover, to make the students able to understand the story, the teacher explained some difficult words based on the story given to the students.

Furthermore, the students showed their great interest to the teaching technique, since this technique is a good way to combine instruction and entertainment. The teacher gave her comment and correction at the end of the lesson in order not to disturb and discourage them to speak. It is to make the students motivated when the teacher gave reward to each students who tried to speak.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

TABLE OF CONTENT

THE INSIDE COVER .....
APPROVAL SHEET ii
EXAMINERS APPROVAL SHEET iii
MOTTO iv
THANKS TO v
ABSTRACT vi
ACKNOWLEDGEMENT vii
TABLE OF CONTENT viii
THE LIST OF APPENDICES ix

CHAPTER I INTRODUCTION
A. Background of the Study 1
B. Problem of the Study 4
C. Objectives of the Study 4
D. Significant of the Study 5
E. Scope and Limitation 5
F. Definition of Key Term 5
G. Thesis Organization 7

CHAPTER II REVIEW OF RELATED LITERATURE
A. The Speaking Ability 8
B. The Teaching of Speaking 10
C. The Audio Lingual Method 12
D. Communicative Approach in Teaching Speaking 13
E. Speaking Activity 16
F. Retelling Story 18
G. The Kinds of Retelling Story 19
H. Retelling Story in Teaching Speaking 21
I. The Advantages of Retelling Story 24
J. The Material used in Retelling Story 26
K. The Relationship between Speaking and Reading 31
L. Review of Previous Studies 32

CHAPTER III RESEARCH METHOD
A. Research Design 35
B. Source of Data 35
C. Population and sample 36
D. Research Instrument 36
E. Data Collection 38

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

F. Research Procedure 39
G. Data Analysis 39

CHAPTER IV FINDING AND DISCUSSIONS
A. The Material Uses in Teaching Learning Process 41
B. The Teaching Learning Process 45
C. The Problem Arise in Teaching Learning Process 58

CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion 63
B. Suggestion 64

BIBLIOGRAPHY

APPENDICES

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF APPENDICES

Appendices

Appendix I Interview
Appendix II Observation I
Appendix III Observation II
Appendix IV Observation III
Appendix V Observation IV
Appendix VI Questionnaire
Appendix VI The Material

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER I

INTRODUCTION

A. Background of the study

There are many definitions of language. One of them is Based on Brown statement "Language is a system arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another".[1] So language is important for us, to communicated with others.

There are many four language skills including speaking, reading, listening, and writing. Speaking is an aural skill. It consists of producing systematic verbal, utterances to convey meaning. According to Florez in Bailey Kathleen, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[2] It is also often spontaneous, open ended and involving but it is not completely unpredictable.

Based on the Florez statement above we can conclude that in speaking there are three steps in constructing the meaning: producing, receiving, and processing information.

---

[1] Doglas Brown, *Principle of Language and Teaching*, (San Fransisco: Longman 2000), P.1
[2] Katheleen M. Biley, *Practical English Language Teaching Speaking International*, (North America: 2005), P.1

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Speaking skills is the ability of students in producing words in language or foreign language orally. It is one of the language skills that shows the students ability in producing the target language.

The problems might be caused by so many factors. In common, problem of teaching speaking involves pronunciation, grammar, and spelling. These problems happen when the students learn to speak English. They get difficulty in spelling words. Other problems are pronunciations and grammar. So teacher must create a good situation when the teacher teaching the students, and must stimulate the students to be more active in speaking English.

Beside the problems above, the other problems are; students won't talk or say anything, when they work in pairs or groups. They just end up with chatting in their own language.

To make the students speak English more actively teacher can apply some techniques to teach speaking such as guessing games, retelling story, debate, small group discussion, and role-play.[3]

Retelling story is an easier way to apply in the teaching and learning in speaking. Many factors lead the teacher to use retelling story to teach speaking. There are teachers who just deal with the short reading passages to guide the speaking mastery. In other words, the students can tell these short reading passages in English. Besides, it can also help to achieve the successful reading

[3] Lubis, Yusnaini, *Developing Communicative Proficiency in English of Foreign Language*, (Jakarta: 1988), P. 40

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

and speaking skill. Retelling method provides the students with common sense in English. Second, it is not difficult to get the English materials for retelling story. There are many media provides stories such as newspaper and magazine. Third, learning speaking through retelling story way enriching students mastery of vocabulary.[4]

From these explanation, this study wants to observe how retelling story techniques is implemented in teaching speaking at year eight of Junior High School and other side to know what a problem might arise in teaching speaking. Hopefully, it will be useful on improving the students speaking ability being more actively in expressing their idea not only in the class but also in the real situation. Therefore, the writer uses the title in her study TEACHING SPEAKING THROUGH RETELLING STORY FOR THE YEAR EIGHT AT SMPN 1 Sedati, Sidoarjo.

The reason why the researcher chooses this title as her study is based on the researcher's opinion that there are many students who learn English can not speak English, there are usually learn the form of tense of grammatically, and less experience in practicing it. The researcher chooses retelling story as the technique of teaching speaking because it is easy to reach the target language and implemented to the students. As stated above there are many source about retelling story.

---

[4] Kathleen, M. Bailey, *Practical English Language Teaching Speaking International*, (North America: 2005), P. 7

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Beside that the researcher also explain why the researcher chooses SMPN I Sedati, Sidoarjo. Based on the researcher's opinion, there are some reason for these;

1. Here, there are some classes RSBI (rintisan sekolah berbasis internasional). This school having good quality and suitable for my research.
2. In spite of learning activities in the class, this school has an extracurricular, for instance English community; drama, poem, and retelling story.

The result of this study is also for the English teacher of SMPN 1 Sedati, Sidoarjo. Especially for teaching English speaking and tell them that retelling story can used as a technique to teaching English especially in speaking and one interesting solution to increase student's motivation in speaking competence.

For the students of SMPN 1 Sedati, Sidoarjo. Especially of year eight, retelling story is use to increase their speaking achievement and give them motivation in order to be brave to speak English actively.

The last for the reader, by applying retelling story hopefully the readers can understand and to know the implementation retelling story in teaching speaking.

B. Problem of the study

In relation to the background of the study about the problems of the study are formulated in following part :

1. How is the implementation of teaching of speaking through retelling story for students of year eight at SMPN 1 Sedati, Sidoarjo?

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. What problems might arise in teaching of speaking through retelling story for students of year eight at SMPN 1 Sedati, Sidoarjo?

C. Objectives of the study

In line with the problems of the study state above, the objectives of the study is;

1. To describe how is the implementation of the teaching speaking through retelling story for the year eight at SMPN 1 Sedati, Sidoarjo.
2. To identify the problem might arise in teaching speaking through retelling story for the year eight at SMPN 1 Sedati, Sidoarjo.

D. Significance of the study

The writer hopes that this study would be useful for;

1. The English teacher: Teacher can use retelling story as the technique in teaching English especially in teaching speaking and one interesting solution that can increase student's motivation in speaking competence.
2. The Students; the students can use retelling story to increase their English speaking achievement and give them motivation in order to be brave to speak English freely and actively.
3. The readers; the reader can understand and apply retelling story in teaching speaking and the readers know the implementation of retelling story in teaching peaking.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

E. Scope and limitation

1. The research is focused on teaching learning process of retelling story in teaching speaking skill or how the teacher implemented retelling story in teaching speaking class. And the lass problem arise during the teaching learning process.
2. The place of the research is in SMPN 1 Sedati in Jalan Brantas No. 1, Juanda, Sedati-Sidoarjo.

F. Definition of key term

This to get definitive understanding of the concept of this study it is necessary to provide the following definition in this study.

Teaching : Teaching is facilitating learning, the students are able to setting and condition for learning.[5]

Speaking : Use your voice to say.[6]

Retelling : To tell story, again in a different way or in a different language.[7]

Story : An account of past events, incidents.[8]

---

[5] Douglas, Brown, *Principle of Language and Teaching,* (San Francisco State University: Longman, 2005), p. 7
[6] Oxford Learner's Pocket Dictionary, (New York : Oxford University Press : 2003), p. 414
[7] Oxford Advanced Learners Dictionary, (New York : Oxford University Press : 1995), p. 10003
[8] *Ibid*, p. 1177

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

G. Thesis organization

This thesis organized into five chapters, the first chapter is about introduction include background of the study, problems of study, scope and limitation, and the definition of key term.

The second chapter is review of related literature. It is contains about the speaking ability, the teaching of speaking, the Audio Lingual method, Communicative Approach in teaching speaking, speaking activity, Retelling Story, the kinds of retelling story, retelling story in teaching speaking, the advantages of retelling story, the material used in retelling story, and the last is the relationship between speaking and reading.

In chapter three, the researcher discusses about research design, source of data, research instrument, data collection, research procedure, and the last is data analysis.

In the fourth chapter, the researcher discusses about analysis of research finding. The last chapter is the conclusion of research that has been done by the researcher. Here the researcher also gives suggestion for the future writers on English subjects.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER II
REVIEW OF RELATED LITERATURE

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews of related literature. The review of related theories consist of (1) the Speaking Ability, (2) The Teaching of Speaking, (3) Speaking Activity, (4) The Audio Lingual Method, (5) Communicative Approach in Teaching Speaking, (6) Speaking Activity, (7) Retelling Story, (8) The Kinds of Retelling Story, (9) Retelling Story in Teaching Speaking, (10) and The Advantages of Retelling Story, (11) The Relationship between Speaking and Reading, (12) Review of Previous Studies.

1. The Speaking Ability

Speaking is very important in human communication, speaking or communicating is a mean of expressing ideas orally in order to respond or give reaction to others, and to initiate communicative act.[9]

Based on the Paulton statements generally communicative competence is taken to be the objective of language teaching: it is produced in the target language. it means that speaking ability an important role in the process of language learning. In this case the students not only to be able to speak well in

[9] Mary, Ph.D. Finnochiaro, *English as a Second Language: From Theory to Practice,* (New York: Regent Publishimg Company), P.1

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

English in the classroom, but also to be able to use English in every chance. The goal of the speaking component in a language class should encourage the acquisition of communication skills and real communication in and out of the classroom.[10]

Speaking is productive skill.[11] It means that the students not only keep silent and listen to the teacher's explanation, but the students should speak actively. In this case, teacher should give opportunities to the students in which they can practice their speaking.

To develop skill in communication in foreign language, the students must have continual practice in communicating.[12] Meanwhile, in order to be able to speak well, students should have the understanding of speaking aspect that comprise pronunciation, grammar, vocabulary, fluency, and comprehension, besides, they should have courage to use the target language. An individual is said to be able to speak a certain language if they have knowledge of the language elements and ability to perform social interaction with speakers of the same language.[13]

---

[10] Murcia, Marianne, Celce, *Teaching English as a Second or Foreign Language,* (Wardsworth: Heinle Publisher: 1991), P.126

[11] Kenneth, Chastain, *Developing Second Language Skills: Theory to practice,* (Chicago: Rand Mcnally Colledge Publishing Company: 1976), P. 2

[12] River, M. Wilga, *Speaking in many Tongues: Essay in Foreign-Language teaching,*(Cambridge: Cambridge University: 1983), P.67

[13] Susanto, *The Development of Learner's Communicative Interlanguage,* (Media Pendidikan: 1995), P.1

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. The teaching of speaking

In learning foreign language, there are still many students that get some difficulties in mastering speaking since they never practice it in situation and they do not have enough confidence to speak orally and spontaneously. The real phenomenon that happens in most speaking class is that the teacher finds out that his students do not use much of the target language and they would rather choose to listen whatever the teacher would say than make any attempt of speaking through the target language.

Language students' needs to recognize that speaking involves three area of knowledge:

a. (Pronunciation, grammar, and vocabulary) using the right words in the right order with the correct pronunciation.
b. There are two functions (transaction and interaction) are know pure of basically and when precise understanding is not required.
c. Social and cultural rules and norms (turn talking, rate of speech, length of paused between speakers, relative roles of participants)[14].

Classroom activities that develop students' ability to express themselves through would therefore seem an important component of a language course.

There are four characteristics of a successful speaking activity[15];

---

[14] http://www.nclrc.org/essentials/speaking/spindex.htm, May, 28, 2010, 20.07 p.m

[15] Penny Ur, *A course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), P. 120

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

First, Students talk a lot : such as possible of time allotted to the activity is in fact occupied by students talk. *Second*, participation is even: classroom discussion is not dominated by a minority of talkative participants; all get chance to speak, and contributions are fairly evenly distributed. *Third*, motivation is high: students are eager to speak because there are interested in the topic and have something new to say about it, or because they went to contribute to achieving a task objective. And the last is, language is of an acceptable level; students express themselves in utterances that are relevant, easily comprehensible to each other, and of acceptable level language accuracy.

There are some problems in teaching speaking, based on Penny Ur as statement, problems with speaking activities are ; inhabitation, nothing to say, low or uneven participation, and mother tongue.[16]

In the inhabitation, students are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of attention that their speech attracts, second are nothing to say, in here the students can to say anything, they do not have motivation to express themselves beyond they feeling wrong when they speaking. Third are low or uneven participation. This problem is component by the tendency of some students to dominate, while others speak very little or not at all. The last is mother tongue use is the students share the same mother tongue, they may tend to use it: because it is easier, and more natural, on other hand, they feel

[16] Ibid, P. 122

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

less 'exposed' if they are speaking their mother tongue if they are talking in small groups it can be quite difficult to get some classes. Particularly the less disciplined or motivated ones to keep to the target language.

Based on statement above there are four problems with speaking activities and problems solving in teaching speaking, the teacher can do some suggestion ; use group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, give some instruction or training in discussion skills and keep students speaking the target language.

3. The Audio Lingual Method

The Audio Lingual Method is a method which was introduced in the United State of America (USA) in 1940s. Even thought method is considered very old, many language teachers still like it and believe that it is a powerful method.[17] In the Audio Lingual Method language are equipped with the knowledge and skill required for effective communication in a foreign people whose language they are learning and the culture of the foreign people.

The aims of the method include some aspects of language learning. The linguistics aims of the Audio Lingual Methods are;

a. Language students are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters.

[17] Ag, Setiyadi Bambang, *Teaching English as A Foreign Language,* (Yogyakarta: Graha Ilmu, 2006), P. 55

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. Language students are able to speak in acceptable pronunciation and grammatical correctness.

c. Language students have no difficulties in comprehending printed materials.

d. Language students are able to write with acceptable standards of correctness on topics within their experience.

The aims mentioned above have basic principles in learning teaching interaction. Since the primary aim is the ability in communication, language learners and their language teacher should use the target language at all times.

4. Communicative Approach in Teaching Speaking

Teaching learning English are not only through grammatical or structuralized, but also through functional and communicative meanings. Many approaches in foreign language instruction have developed over the years. Classroom teachers should concentrate on method of English language learners. Some teachers prefer to start by having students listen to and dramatize a conversation or dialogue, presenting the new structure to authentic utterances which are later used in conversation, giving the students freely topics and asking the students to retell a story by using their own words. However, the approach that is used should depend on the age of the students, their interest and on length and major aims of the course.[18]

[18] Finnochiaro, Mary, *English as A Second Language: from Theory to Practice*, (New York: Regent Publishing Company, 1974), P. 53

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The currently applied communicative approach was formulated assuming that the previous approach applied to the teaching of English was no longer appropriate to be used in second or foreign language class anymore since the students only master the grammar but they do not have the opportunities to use it in appropriate situation. It makes the students get bored and discourage. They do not have motivation to be creative in using the language they are learning. On the other hand, the application of the new communicative approach is to make the students get more motivation to study the target language because they will feel that they are learning something that is very useful with the language they are studying. There are many variables used to determine the success of a language learning process, and the students' ability to speak becomes very important in any language teaching process because speaking is the easiest way for anybody to gain and to transfer information with one another.

There are some characteristics of communicative approach;

a. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistics, and strategic) of the communicative competence.
b. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meanings purpose.
c. Fluency and accuracy are seen as complementary principle underlying communicative techniques.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

d. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed context outside the classroom.
e. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
f. The role of the teachers is that of facilitator and guide, not an all-knowing bestowed of knowledge.[19]

From those characteristics of communicative approach, it can be simply explained. First, it is important that the students focus on the communication of message in the language that they are learning, rather than grammatical accuracy. The teacher does not stress on the correctness of the grammar, but on how to use the language appropriately to the context. Too much emphasized on grammatical accuracy may produce a fear of speaking at all. Second, forms of organizational language not only focus on the central, but rather aspects of language that enable the learners to completely the purposes. Third, Fluency is more is stressed than accuracy. One who can speak fluently will be easier to transmit their idea to others. Four is make the students are able to produce their own sentences creatively. Five, The teacher gives opportunities to the students in the learning by knowing their style and she is makes the students focus on the learning. And the last is the roles' of the teacher are controller, manager, as prompter, and resource.

[19] Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Francisco), P.43

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

As controller, in this case the teachers not only control the students' activity but also their language and speak. But they may not control all over the time even talk too much to their student. Since, they measure of good lesson is the students' activity not the performance of the teacher, the teacher examples of teacher as the controller are given announcement, order, explain, lead a question and answer session. As manager, the example s are give the information to the students, tell what they have to do in the activity. As prompter, the students are confused or silent about what to do next. So, teacher should help them by giving any suggestion or information. When teachers prompt they should do it encouragingly with good judgment. As Resource, the students may have difficulty in understanding the information they got from book, website or the other resource. The teachers should be ready to offer help if it is needed. They can be important resources the students have.[20]

5. Speaking Activity

Most English teachers tend to conclude that communicative approach should take the form of making the students speak freely as much as possible. According to J.C. Richard and Rodger;[21]

The major aim of communicative approach is to make communicative competence the goal of language teaching and develop procedures for the

[20] Jeremy Hermer, *The Practice of English Language Teaching*, Loc.cit

[21] J.C Ricards and Rodger, *Approaches and Methods in Language Teaching*, (Cambridge; Cambridge University Press, 2001), P.155

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

teaching of the four language skills that acknowledge the interdependence of language and communication.

For the matter, the teacher should not only create or produce some conducive environment for the students to speak, but also set appropriate materials and technique which are able to give the students an opportunity to practice to communicate in different social context and different social roles.

The way of presenting the material determines a result of the study ; it means that the materials for the speaking, which have been composed in such a way, have to meet the requirement. If the presentation is not appropriate with the material given, the result will not be as good as the expectation. Thus, the teacher needs a particular technique to present those materials. Based on Anthony statement is clarified; a technique is the implementation of the particular trick, strategy contrivance used to accomplish an immediate objective, which actually takes place in the classroom.[22]

There are various techniques in speaking activities, such as; dialogues, games, interview, situation practice, role plays, retelling or reporting, pair and group discussion, group project, speeches, and debate.[23]

One of the strategies is by using story telling in the classroom activities. This technique offers so many opportunities for the students to use target

---

[22] Anthony, Edward. M, *Teaching English as a Second Language*, (Philippine ; Mc Graw Hill, 1963), P. 63

[23] Lubis, Yusnaini, *Developing Communicative Proficiency in the English as Foreign Language*, (Jakarta; Dekdibud, 1988), P. 40

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

language communicatively. Moreover, ever since the approach has not taken a heavy focus on the correctness of the language used, the students could express their ideas and though freely without being afraid of making mistakes. In this way, they can practice to use the target language close to real situation.

6. Retelling story

Retelling story is one of the techniques to provide students with opportunities to participate actively in Speaking English.[24]

According to Feng Hsin statement that, there are some strategies can be used here. First, we read them short story or passage two or three times before asking them to retell it. Key words and expression from the story or the passage are sometimes written on the board to help them get hold of central idea. This activity can be done in pairs where one student read the story and the other retells. Second, it is conducted in group of-three. After reading the story the first, two students tell it to the partner. Then, who is retell it to whole class. Then, ask the students to read the story for few minutes, and ask of the students is asked to tell the story to his or her friends in front of the classroom. In this case, the students are trained to tell someone else about what they have read.

[24] Hsin, Cheng. Feng, *Techniques to Teach Speaking English Teaching Forum*, (Hong Kong, 1988), p. 8

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Thought retelling relies heavily on memory, it can be used as an initial step to practice speaking since the students are expected to use their own words to tell the story.

Our focus now shifts more and more to language acquisition and to the way the students develop their ability in their target language. It is sub conscious process in which language acquires are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using language for communication. So they are not generally aware of the rules of the language acquired.

KEMENTERIAN AGAMA PERPUSTAKAAN SURABAYA JAWA TIMUR

7. The kinds of retelling story

Based on Underhill's statement, there are two kinds of retelling stories.[25] They are follows;

a. Retelling Story from aural stimulus

In this case, the students listen to the short passage or story on recorded tape. They are then asked to retell the passage or to summarize it. The interaction usually emphasized the quality, rather than the quantity of the retelling. That is important; and as far as possible they should use their own words rather than try to recall phrases from the passage.

This technique trains the short-term storage and recall of information. Although the text are short, they are clearly too long to be memorized

[25] Underhill, *Testing Spoken Language*, (London; Cambridge University press, 1987), p.58

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

completely. As a mixed skill test, we would not use it if we were trying to test speaking only. The fact, in real life speaking can not be separated from listening.

Using a tape passage, rather than having the examiner reading the text aloud, reduces the load of the examiner if they also act as the assessor. With a tape stimulus, and clear instruction (preferably in writing) this technique can also be used in a language laboratory.

b. Retelling Story from written stimulus

In this case, Underhill's statement that the students reads a passage or series of short passage to the students and is asked to retell in their own words immediately afterwards. The students are not allowed to refer back to the written text, once she has begun to retell the story or the text. Thus the learner is usually given the text to read at the beginning of the stage of test, and the text is taken back once the students have finished reading it. In this case, the recall is immediate. Alternatively, it is possible to delay the recall by carrying out activity between reading and retelling stages in order to accentuate the importance of memory and mental organization.

In this case, Underhill states that the technique above can be used at all levels. At lower level, it may be necessary to offer help with vocabulary and check understanding, in order that the success in retelling is not just a reflection of the degree of comprehension but as authentic activity. It is

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

necessary to involve comprehension and processing skills as much as speaking skills.

8. Retelling Story in teaching speaking

According to Marrow statement retelling story is a good technique to combine instruction and entertainment. It also can be an excellent tool for both teaching and accessing listening and talking process and skills.[26] Moreover, orally retelling stories and after listening to the passage read a loud the teacher so improves the students comprehension of the stories, sense of the story structure, and understanding the complexity of spoken language of the original stories.

In addition, retelling story is also as a means of evaluating the students' ability to perceive and recall events. Early assessment of children's ability to comprehend, organize, and express language, followed by appropriate education based on this assessment, maybe the key to students success in school. They recommend the use of retelling story because restructuring teacher's questions does not is the students' organization, comprehension, and sentence structures.

For this assessment, the teacher gives a short individually to a student. The students then asked to retell the story by using his own words, and his version is

---

[26] http://www.bridgew.edu/Library/CAGS_Projects/TPALINGO/web%20page/srlitrev.htm, June 03, 210, 07.30 p.m

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

tape reordered. As Quoted Sumaningsih in her thesis that the story telling affords the following information;[27]

a. Does the students' comprehend the grammatical from of the sentences and the meaning of the vocabulary?
b. Does the students' organize the information and recall it in a logical manner? Are events left out, are the orders confusing, or is the task impossible to perform?
c. Does the student express the story in fluent, connected sentences, using correct grammatical form? If the teachers understand the age, experience, culture, and individual learning styles of the students, they can use retelling story to learn more about the students' performance in another classroom and also learn which errors are typically made by the students which may suggest a more severe language disturbance.

The stories, which are used, are taken from traditional stories and literary fairly tales, picture books, action stories, romances, fantasies, juvenile fiction, non fictions and biographies. The short story, which is uses selected based on students level. The selected story has a simple plot for the get of the students, but it is difficult to memorize. This technique is an authentic type of assessment, because it is like actual classroom activities and focuses on meaning. When it is done systematically, it provides on going assessment of students growth in listening,

[27] Sumaningsih, Nanik, *A Descriptive Study of The Second Year Students Listening Ability Through Storytelling at SLTPN 2 Pasuruan,* (IKIP Surabaya, 2003), p.26.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

talking, and reading. Each student is rated on his or her responses to the story, how well they described the main idea or story events. And language function that can be assessed for English language students includes describing, giving information, and summarizing.

Although everyone enjoys stories, most people unfortunately do not tell them well since the teller may relate events in illogical order, laughs before the y hears know about what they talk, leave out importance details or spoil the climax. To solve this problem, there are three factors that might help the students to retell better;[28]

a. Discussion of the characters in the texts

Before retelling the story, the students need to know the character in the story, since the students may have the difficulty in distinguishing the story. The teacher asks the students to analyze and discuss the elements of the story (character and plot) by giving some question, such as;

"Who are the Characters in the story?"

"What are these characters' like?"

"Where and when did the story happen?"

"Could the story have happened somewhere else and in another time?"

"What is the theme of the story?" and so on

[28] Hook, Jr, And William, H. Evans, *The Teaching of High School English*, (New York; John Willey and Sons, 1982), p. 428

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. Plenty of opportunities to practice

Before the real presentation, the students should practice telling story several times. This mastery scheme requires time and several repetitions before the real presentation.

c. Teacher's encouragement

They key to keep the students are interested and involved during the oral presentation of the story is to discover interesting phrases that must be retained for the story's complete effect. Such phrases may help the listener create visual images.

9. The Advantages of Retelling Story

Retelling story is a very valuable authentic technique in language learning, According to Hock and Evans statement that there are four advantages of retelling story, they are; First, Retelling story involve students in highly motivating activity because the student can lose themselves in the characters, plots, and situation. Second, the students are more apt to receive the benefits of it, such as reduce anxiety levels, increase self-confident and esteem, and heighten awareness. Third, as the progress, the students can improve their ability to comprehend produce the target language. And the last is the students can form their own opinion, experiences related to the passage they read.[29]

[29] *Ibid*, p. 429

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

In addition retelling story has always been seen as an aid in teaching of the foreign language. It is caused by some reasons, as quoted by Sumarsiningsih in her thesis clarifying that this technique has a central role in the teaching of a foreign language. They are:

a. Motivation

The students have constant need for stories, thus, they will always e willing to listen or read.

b. Meaning

The students want to find the meaning of the story, in order to understand it. If they do not understand, they are motivated to improve their understanding.

c. Language Familiarization

Using stories, the students become aware of general feel and sound of the foreign language. Stories also introduce the students to language items and sentence construction which they do need to use productively, from which they can build up reservoir of language. When they come they will move the language items into their productive control. It is not a great problem because the language is not entirely new to them.

d. Stimulus for speaking and writing

The experience of the story encourages response through speaking and writing it is natural to express our likes and dislikes, to exchange ideas and associations related to stories we hear or read. In this way, stories can be a part of a group a related activities, both oral and written.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

e. Communication

Listening or reading stories and responding to them through speaking, writing, drama, art develop a sense of audience and of sharing and collaborating. Learning a new language is useless if we are not skillful; communicators. To become a good communicator is a means being aware of the needs of the intended receiver. Story sharing builds up the crucial sense of awareness of others.

f. General Curriculum.

Most story can e used to develop the learners power of awareness, analysis expressions, as well as to relate to the other aspects of the curriculum content, such as cultural and social studies, geography, and so history.

10. The Material Used in Retelling Story

The material the primary role used in promoting communicative language, since it is way of influencing the quality of classroom interaction and language use. Speaking material can be in the form of written materials, listening materials and audio-visual materials. However, in order to can to ale to achieve the objective of teaching speaking, the teacher should be able to select the appropriate materials to be used in speaking class, which fulfill three conditions. They are, comprehensible, current, and useful.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. Short Story as the Material for Retelling

In this case the material that used is short stories. Stories are effective tools for language teaching. They meet emotional, cognitive and psychological demand of the students, they need to belong, to act, to share, to feel protected. Stories are inherently to children. Through a story, listener experiences a vicarious feeling for the past and unity with various cultures of the present as their gains insight into the motive and patterns of the human behavior. Stories help children to know themselves and to know others so they can cope with psychological problems of growing up.[30]

In chooses the story, sometimes it is difficult to determine whether determine this is short story or not since we can not see from the length of the story. Based on Canomy statement that: short story deals with a single character, a single event, a single emotion, or the series of the emotions called forth by a single situation. The short story is the single effect, simple and self contained, while novel is of necessity broken into a serious of episodes. Moreover Canomy added that there are some principles of short story, they are:

i. Short story must create a unified impression.
ii. It must be capable of being read at one setting.
iii. Every word of it must contribute to the author's pre-determine effect.

[30] Pederswn. M. martin, *storytelling and the arts of teaching English forum*, (1995), P.2

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

iv. This effect must be created in the first sentence and develop throughout the story.

v. When it reaches its climax, the story end.

vi. Only story that has such characters are effective to be used.

For many students, short story is a quick way of getting into and out of literature.[31]

b. The Advantages of Using Short Story in Retelling

In dealing with the stories, learners have experience with the powerful language of personal communication, not the usual "teacher" of the foreign language classroom. However, many teachers feel that cognitive enrichment is nor primary aim. Story have numerous affective benefits for social and emotional development. A story session is a time to share feelings. A story relaxed, happy relationship between storyteller and listener is established drawing them together and building mutual confident.[32]

c. Selection of Story

The selection of stories is important for the successful of retelling story technique. Selection required an ability to evaluate stories and to determine between that meet the learners needs and those that do not. Even thought the story like fairy tales and folk tales are interesting, the may be

---

[31] Ibid, P.3

[32] Hoo, Jr, andWilliam, H. Evants, *The Teaching of High School English,* (New York: John Willey and Sons, 1982), P. 3

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

not enough for teaching foreign language because of their complexity and sometimes their last language. What the teacher should do, are;[33]

1) Choose the stories, which are appropriate for students, find stories they will like, and that match their age and language level. Fairy and folk tales, which blend fantasy and reality, and use repetitive language, are good for beginner. Contemporary stories that treat problems of personal identity with more elaborate language are better suit for more advanced students.
2) Choose the story with a simple structure. Look for single clearly defined the theme, well develop sequence plot, a consistent style, standard characterization (except perhaps for the protagonist), conflict resolution, dramatic appeal, unity, interesting subject matter, and strong emotional content. Void story with long explanations or descriptions, flashback, subplot, and other literary deices that break the flow of the story.
3) Choose story with positive values. Most student like stories that implicitly express happy, compassion, humor, resourcefulness, and other positive aspects of human nature. On the other hand, psychologist state that the story should not excessively concern with violent, fear, anger, hatred, lying.
4) Study the story background, know something of the cultural, social, and historical background of the story and the country of its origin. If you

[33] Pederswn. M. martin, *storytelling and the arts of teaching English forum*, (1995), P.3

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

can not put the story in context and its contents are not universal, consider choosing another.

Based on Rixon, the teacher in selecting the appropriate story is expected to consider the following criteria;[34]

1) The story is interesting to the students as well as he teacher;
2) The story is understandable; it should match the students age and language level;
3) The story should led a variety of useful activity, such as, gamers, drama, letter writing, etc;
4) The story has the right length. A very short story can still be as right. On the other hand, a long one may cause problems because the students have very short attention span. It might possible to divide the story into several parts. Each of this parts is complete 'story' having beginning, a middle part and an end;
5) The story is culturally appropriate. The teachers can make some adoption if they feel that some parts of the story are difficult to understand because of some cultural differences between the students and the people who speak the target language'

[34] Rixon, S, *Teaching English to children from Practice to Principle*, (London:Collin CLT,1991), P.44

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

6) The story should have clear and interesting story line; g the story has natural repetition. It is important to make the students not to forget the storey. Thus, it should be said clearly and meaningful repeated.

d. Preparing the Story

The students need to prepare the story before presenting or retelling into their friends, they have to do:

1) Read the story completely for about three times, it is way to make them know the main idea of the story.
2) Try to list mentally the sequence of events. Make outline of the important happenings since they do not have to memorize the story word by word, instead rely on the highlighted scene and setting. Then, create an established introduction and conclusion.
3) Go back and reread the story, take a note of the events you did not remember.
4) Now, go to the main events again and add the details you remember. Think about the meaning of the events and how to express that meaning, rather than try to memorize the words in the story.
5) Do not e afraid of using mistakes to separate scenes.[35]

[35] Northon, Donna, *The Effective Teaching of Language Arts,* (London: Charless E merril Pulishing Company, 1980), P.334

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

11. The Relationship between Speaking and Reading

Basically, learning to speak or understanding a language different from learning reading to other skills. Learning to speak means learning the language, where are reading, and writing imply that the language is known and those we are learning a graphic representation of it.[36]

However, some researches have showed that there relationship between speaking ability and reading ability in which these abilities complete each other.

Those ability involve clear and fluent speech, kinds of vocabulary, the use of complete sentence sentences if it is needed, the difference listening, and the ability to tell some events of the story in the right sequence. Speaking is means that express the language codes fully and completely, although they are not limited to the code only but contain elements of expression such as voice qualifiers that are outside the code. Thus, in order not to make misunderstanding, the learners should e able to read the code or punctuation marks. Moreover, reading skill usually consist of decoding and comprehension. Decoding is translating printed words into representation similar to oral language. Understanding the representation is comprehension.[37]

---

[36] Lado, Robert, *Language teaching : A Scientific Approach,* (New York: McGrraw-Hill, 1986), p. 131

[37] Carnine, Douglass, Jerry Silbert, Edward J. Kamcenui, *Direct Instruction Reading,* (Ohio; Merril Publishing Company, 1990), p.134

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

12. Review of Previous Studies

The previous studies are concerned with the teaching speaking through retelling story. The first previous is written by A'yuni Qur'ana with the title *Story Games to Improve Students' Speaking Competence to the Eight Year Students of SMP Kemala Bhayangkari 1 Surabaya.*

She mentions the principle of teaching speaking and technique of teaching speaking. The principle of teaching speaking includes: (1) consider about the differences between second language and foreign language learning context, (2) give opportunities for the students to develop both fluency and accuracy, (3) give the opportunities for the students to talk by using pair work and group work, (4) consider about the negotiating for meaning, (5) design the classroom activities that involves guidance and practice in both transactional and interactional speaking. And for the technique of teaching speaking, she mention controlled technique, semi-controlled technique, free technique, beside mention the principle or teaching speaking and technique of teaching speaking, she also describes games, the teachers' role of games, and story games.

Second previous study is written by Desi Ikasari with the title *The Implementation of Communicative Approach in Conversation Class of Third Years SMK PEMUDA Krian.* In these previous studies the researcher describe about teaching speaking, theory of communicative approach, and communicative approach in the classroom, to obtain concerning the improvement of students' oral communication skill in speaking.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

In this previous study, the researcher also mentioned some previous studies which have the relation with his study, for example; the study written by Fauzi (2005). In her study it is mention retelling story as a technique to teaching speaking.

He believes that retelling story can comfortable atmosphere for students to speak, he observed the implemented of his modified techniques as well as assessed the students speaking ability while they were in each treatment given to the students.

Besides Fauzi, another study is written by Sumaningsih (2003). She mention that retelling story could be used as one of the alternative topic in teaching listening for students.

In this research, the researcher will conduct the same research just like the second researcher did (about the problem arise during teaching speaking) and the last previous about the implement retelling story in speaking activity. In here, researcher used interviews, questionnaire, and observation in collecting the data.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER III

RESEARCH METHOD

A. Research design

The design of this study is descriptive research. Based on Sumakdinata statement "Descriptive research is a form of the basicly research. To purpose description or described phenomenon.[27] The description is about the using Retelling Story to year eight in teaching speaking in SMPN 1 Sedati, Sidoarjo. This Retelling Story techniques was applied four times in order to find out whether this technique could be used in teaching speaking, and could motivated the students to speak or not.

In this study the researcher chose descriptive research because the technique has been already used in SMPN 1 Sedati. The writer only observed the teaching-learning process in the class, give questionnaire, interview, described and report what she hear and everything that happened during the class.

B. Source of data

The researcher did the research in SMPN 1 Sedati. The object of the research is the students of year eight and the researcher get the data from

[27] Nna Syaodih Sumakdinata, *Metode Penelitian Pendidikan*, (Bandung; PT. Remaja Rosdakarya, 2007), p. 72

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

interview, questionnaire, and documentation. And the researcher also related the books literary to support the data to the research.

C. Population and sample

Because there are many students it will have to observe, so, it is quite difficult for the researcher to take all numbers of population.

There are nine classes of year eight ; 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I. From those classes the researcher only chose one class of 8B as sample, which consist 36 students. The researcher choose this class because students need enough knowledge to improve their speaking ability, and the researcher chooses this school because it has already used Retelling Story as a technique of English teaching learning.

D. Research Instrument

Research instrument is a mean to collect the data. In this study the researcher used observation checklist, questionnaire, and interview.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. Observation

To observe and record all the process of the teacher action and students speaking activity I the classroom, the researcher used observation checklist.

Observation checklist is used to observe any information on what gong on in the classroom when 'retelling story' is implemented during the teaching and learning process.

Here, the researcher used observation checklist to answer the problem of number 1.

b. Interview

The researcher did interview to the teacher that uses Retelling Story in teaching speaking then the researcher wrote down the data directly based on the teacher's answer. While the content of the interviews is the speaking English teaching learning process, the teachers' opinion about the uses of Retelling Story in teaching speaking, what kinds of material uses, teacher's suggestion about Retelling Story technique, and teachers' suggestion to motivate the students to speak more freely and actively.

Besides, the researcher chosen this technique to answer the problems of number 1 and 2.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. Questionnaire

The researcher gave the questionnaire to the students at the end of the meeting, in order to find out their responses toward the implementation of retelling story in speaking class. The questions of questionnaire were about the student's opinion about their speaking in English, the student's opinion on the use of Retelling Story, the student's opinion about the topics, the teacher's role in the application of Retelling Story, and general evaluation.

This technique is chosen by the researcher to answer the problems of the number 2.

E. Data collection

In this research, the data were collected four times during the research. The researcher collected the data through direct observation. This technique is mean to observe and make a note on what was going in the classroom, especially to the subject of the observation when they were applying the retelling story. The researcher used observation checklist. Besides, the researcher did some interview o the teacher at the end the observation. The researcher also gives questionnaire to the students to find out their responses toward the implementation of retelling story in speaking class. The researcher gave the questionnaire to the students at the end of the meeting.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

F. Research Procedure

1. The researcher read about the materials of retelling story in teaching learning process.
2. The researcher did observation, the observation was about ;
   a. The researchers observation of the teaching learning process
   b. The student's activity.
   c. The teacher's action in class.
3. The writer did interview to the English teacher that used technique retelling story in her study.
4. The researcher gave questionnaire to the students.
5. The researcher described the result of the observation.

G. Data Analysis

The data analysis is the data about learning process using retelling story in teaching speaking at year eight in SMPN 1 Sedati, Sidoarjo. The data described the observation result of the teaching learning process in the class. The data gained through four meetings used descriptive. The ways how to analyze the data a follows:

1. The researcher collected the data from the result of the observation, which was done in four meetings. The data was gained from the observation of teaching learning process, the student's activity, and the teacher's action in class. The researcher described the result of the observation from each

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

meeting naturally, based on the phenomena that happened in the speaking class during the implementation of retelling story technique.

2. After collecting the data from the result of the observation and described it, the researcher also collected the data from the questionnaire. The result of questionnaire as follows :
   a. The student's opinion about speaking in English.
   b. The student's opinion on the use of retelling story.
   c. The student's opinion about the topics.
   d. The teacher's role in the application of retelling story.
   e. The student's problems during teaching speaking through retelling story.
   f. General evaluation
3. To support the data obtained, the researcher then described the result of the interview in the form of description.

The data were obtained from the informant were the analysis through the procedure in accordance with objective of the study.

The first problem is to find out how retelling story can be implemented at year eight of teaching speaking in SMPN 1 Sedati, Sidoarjo, to know situation in the teaching learning process.

The second problems to find out the problems arise during the teaching learning process in the class. To know the problems in the class and to decide how the problems can be solved.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER IV

FINDING AND DISSCUSSION

This chapter is about analysis of the teaching speaking through retelling story year eight in SMPN 1 Sedati, Sidoarjo.

In this research, the researcher do interview to the English teacher, do observation to the students and teacher in teaching learning process. And all the finding obtain from four times observation.

A. The Material Uses in Teaching Learning Process

1. Findings

There were four topics in material uses in SMPN 1 Sedati, Sidoarjo. They were three little pig, Lake Toba, The princess and the pea, the oldies animal on earth, and those topics were used in every meeting.

For the material, it was made by the teacher's self and not adapted from the curriculum of the English. Retelling story is a way to help the students to speak up in English. The teacher found a topic by her self, because she used topics interest to the students. In the first meeting of the classroom observation, the teacher used topic under the title "Three little pig" it is about the wolf came into pig's house and ate them. The wolf can ate one and second pig, but the wolf could not eat the three pig because could not blow down the house, the wolf climbed up on the roof to look for way into the brick house,

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

but the wolf lit a roaring in the fireplace. The next day third pig back to home, and their mother said "in the world is to do things as well as you can". For the second meeting, the teacher used topic "Lake Toba" the contents of this topic was about the hard worker a young man as farmer when went to fishing in the river, and got a golden fish, that was the princess, the young man saved the golden fish and took her to become his wife, they have naughty son who was and always hungry. One day, his wife asked the son to give food to his father. But, he ate all of the food until the father angry and said "you are a little fish boy "so that his wife and son lost and the village was full of flood then became Lake. And the lake was known as Lake Toba.

In the third meeting, the topic was "The princess and the pea "the contain of the lesson was about the prince who wanted to marry with the princess but the princess was not real princess. Once upon time the princess became real princess because she felt the pea was right, the twenty mattresses and the twenty eider down beds, and then the prince took the princess to become his wife. The last meeting, the students were given topic "the oldies on earth "the content was about is friendship which told about, a cat, frog, and camel. They tell about their born. The cat felt that he is old than their friend, the frog too, so the camel tell about his born. So that they agree that the oldies is camel.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. Discussion

The material used in conducting retelling story was interest and not accordance with the curriculum, the material was understand able to by the students and made they to speak up. The teacher chosen the material above because the students like a short story especially stories that are funny and easy to understand in selecting the topics. The teacher selected the topics based on the level of student difficulty structure and also interest.

In the teaching learning process of teaching speaking through retelling story, the teacher explained the material completely and used English language, but here the teacher also used Indonesian language to explain. It could help the students to understand the material. In the other hand, the students did less speaking practice. It was enough for the students speaking ability.

According to the teacher, retelling story was a good techniques, the teacher said that there were several advantages in retelling story:

a) Retelling can involve the students in highly motivation in activity, because the students can lose them selves in the character, plot, and situation.
b) The students are quicker to receive the benefits of reduce nervousness levels, increase self confidence, and esteem and heightened understanding
c) The students can improve their ability to comprehend and produce the target language.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

d) The students can form their own opinion, experiences related to the story by their read.

e) Retelling story can help the students be more familiar with the general feel and sound of the foreign language.

In the implementation of retelling technique, the teacher did not found many difficult significance. In term of materials in the teaching of speaking, she use short story, to more exact, she used fairly tales. According to the teacher, it was hard to find the fairly tales (narrative genre) in English version, which match the students level, even the fairly tales in the internet. Consequently, the teacher composed the short story by herself.

B. The Teaching Learning Process

1) Finding

In the retelling story, the teacher used oral approach and students self assessment in the teaching learning process. The material that given by the teacher's self to each students, the teacher that given instruction in English and Indonesian language, this is to make the students easy understand to teachers instruction.

This part is about the teaching learning process that happened in the classroom, that observed by the researcher from the first meeting until the last meeting.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. First meeting

From the first meeting of the observation, the researcher did the observation in the classroom. The title of short story in the first meeting is "Three little pig "before the retelling story was implemented the teacher greeted the students, it used to start the lesson and make the teacher feel comfortable to follow the lesson. After greeted the students, the teacher told them that they will to do speaking activity by using retelling story in order to make them understand this technique, the teacher explanation what is the retelling story and it is rules in her explanation. She asked each student to read the short story by using their own words. The students were listening the teacher's explanation seriously. But first, the teacher given some pre-questions to all of the students

Teacher : Do you like the stories?

Students : yes mom (most of the students)

Teacher : Do you like to tell the story

Students : yes..... (most of them said yes, but some of them said no)

Teacher : ok, please calm down! Now, can you mention what kinds of word do you use when begin to retelling story.

Student : once time, once upon time.....

Teacher : good, once upon a time...

This activity used to warming up before applied the main activity. Several minutes the teacher given the short story to the students. After

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

that she asked the students to read a short story individually and the teacher given 15 minutes to do this assignment. In this session the class become quiet, the students read seriously, some of them busy to find a difficult words. When a time was past, the teacher given some question to know the student's already understood the content. After that the teacher asked the students to retell the story in front of the class. In the first presentation, no students want to present in front of the class. Since they were afraid of making mistakes. Here, the teacher given the students motivation by saying that they don't be afraid of making mistakes and also say that the most important thing in the activity were they could express of the story in English. Finally the students want to try it, for the first presentation, the teacher let them to bring a script of the story, but they afraid of copy the words so that they try to read by their own words.

In the first meeting, most of the students still get difficulties to express or retelling the story. Although they already known the content of the story on their mind, they still got difficulties to retell the story because they were forget the sequence of the events. Moreover, they were lack out of vocabulary and sometimes made mistakes of some patterns, it made them get difficulties to say or express the words in English. Although, in fact most of the students difficult to retell the short story in English by used their own words, but in this activity the teacher did not dominate the class when the students did retell the story, the researcher just observed

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the students in doing her activity, and also try to guide the students if they got some difficulties, sometimes asking the meaning of some words in English. The teacher too dominates the class especially in speaking class, consequently they were not able to improve their speaking ability because they did not much time to speak as freely as possible.

After all of the students make presentation, the teacher made evaluation to them. She explained the grammatical errors which made by the students. However, to make the students more motivate in expressing in their minds, the teacher did not forget to give them many kinds of rewards, such as gives applause, praise (good, excellent, etc) or even good criticism to each student after retelling the story.

The teacher given some comment toward the student's activity, and correction to the students grammatical errors, mispronunciation, etc. at the end of the lesson, according to the teacher. Giving correction and evaluation to their presentation does a good nor directly, since it will disturb and discourage them to speak and the common grammatical errors is about tenses, that is mist function of main verbs. For example :

"Once upon a time there three little pigs"

For "Once upon a time there *were* three little pigs "

About the spelling the words

"Once" they say it " *Ons*"

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The correct is /wΛns/

"Easiest" they say it " *easies*"

The correct is /i:zist/

"huffed, puffed " they say it " huffed, and puffed"

The correct is /hΛf(d)/ and /pΛf(d)/

About the difficulty in uses the vocabulary

"the third little pigs *membngun* his out *pada bata* "

The correct is "the third little pigs built his house out of bricks "

"the wolf then *datang* to the house of sticks "

The correct is "the wolf then came to the house" and

"the pig *melihat* the wolf climbed "

The correct is "the wolf saw the wolf climbed"

b. Second meeting

In the second meeting, the teacher used title "Lake Toba". Before start the lesson, the teacher reviewed the last meeting by explanation again about the mechanism of the technique as clearly as possible in order to make the technique understandable and also make the students retell as good as possible than previous meeting. In addition of in her explanation, the teacher asked the students to make outline before the presentation. It uses to make them easy to speak and did not get guilty anymore when they

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

retiled in front of the class. For this meeting, the students did not allow to bring the script of the story except an outline they have made in the last meeting. During this session the teacher made a short discussion to know what the difficulties faced by students. As usual the teacher did not forget to give encouragement to them in order to be confident to speak up in their minds. And the students did not to be afraid of making mistakes. After they understand what to do, the teacher distributed the short story to the each student to read a short story carefully in 20 minutes. Each students to does their task. The teacher organized the students in groups in order that the students could discuss found some difficulties words in the short story and also they try to understand the content if the short story, sometimes they asked the teacher some difficulties words that did not they understand, when 20 minutes past, the teacher given some questions related to the story, as follows :

Teacher : after read the short story, can you tell me what is the story?

Students : it is about Lake Toba (all of the students say that)

Teacher : how many characters in this story

Students : three mom, (all of the students)

Teacher : very good, so what the characters of the son?

Students : the son is naughty boy, he always hungry....!

Teacher : ok nisa', good, what about the ending of this story?

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Students : it is sad ending, because the young man forget his promise, his wife and his son are lost, the water come and start flood the area, and the lake became lake.

Teacher : ok, pretty good students.

Most of the student tried to answer the questions and they did not look to be afraid anymore to make mistakes, even though some of them prefer to keep silent. Before do the presentation, the teacher given 20 minutes to read more the story again to make them enable to memorize the sequence of events by making outline of the important happens since they did not have to memorize the story word by word. The main of the objective of the activity was to make the students understand the events and express the contents, rather than tried to memorize the words in the story that the teacher given to them. Here the teacher given an example how to do, so that in order to make them more understand, the teacher asked them to do it.

After several minutes past, the teacher asked the students to come forward to retell the story. When the student presented the story in front of the class, some of the students did not pay attention, they were busy to prepare themselves for their turn. But, the teacher try to make the situation conducive by asks them to listen to the presentation.

In this activity, most of the students tried to retell the story as good as possible, and also tried to speak English correctly, even though they

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

often quiet made error in grammar and pronunciation. They often pronoun some words the same way as they spelled. Thus words were difficult to be understood. For this, the teacher corrected the student's pronunciation and told to them how to pronounce those words in the right words after they want the presentation. She asked all of the students to repeat after the teacher corrected the words pronunciation. The words are:

The students could not several pronunciations, that are:

1) Northern : /'nɔ:θəŕ/
2) Pulled : /pʊl(d)/
3) Amazed : /ə'meiz(d)/
4) Suddenly : /'sΛdnli/
5) Dropped : /drʊp(d)/
6) Princess : /prn'ses/
7) Cursed : /kɜ:s(d)/

The other words could be pronounce correctly :

1) Gratitude : /'grǽtrtju:(d)/
2) Disaster : /di'zɑstə(r)/
3) Accepted : /ək'sept(d)/
4) Deliver : /di'livə(r)/
5) Footstep : /fʊtstep/
6) Disappeared : /disə'piə(r)/

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

At the end of the lesson, the teacher given oral rewards to the students participation and said that they did not be afraid of making mistakes. And the last, the teacher given short story for next week.

c. Third meeting

In the third meeting, the teacher have given the short story in the second meeting with the title "the princess and the pea", in order to make the students understand the content of the story, after greeting the students, the teacher given short explanation what should the students to do in this meeting, the teacher reminded them about he role briefly before she start retelling the story.

When there were not questions from the students, the teacher read the short story, it made the students understand the story and how to pronounce some words in the right way. Moreover she given question relates the story. In this case most of the students did not find much difficulty in understanding of the content the story, since they had prepare at home. They were known the content of the story and also could find the main idea of the story.

Then the teacher gave 10 minutes to the students to practice to retell the short story before presented in front of the class. Doing in the activity, the students were very enthusiastic in this session, the teacher given opportunity and sometimes help them if they needed it. During this

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

session there were some students asks the meaning of some words in English. And the teacher gave the answers the student's question, if they could not find the words in the dictionary.

The students did not know the meaning of the words, are :

1) Prince : pangeran
2) Storm : badai
3) Gate : pintu
4) Wind : angin
5) Torrent : aliran air
6) Scarcely : hampir
7) Toes : jari kaki

After 10 minutes past, the teacher asked one of the student to came forward to retell the story in front of the class by their own words, during the students were presentation, the teacher asked the other students to calm down and listen. After the presentation, the teacher given some question according her self and it is about the story to the students:

Teacher : Ok student number 8, what is the story?

Students (8) : The princess and the pea, mom

Teacher : Good, how the princess be real princess, number 26!

Students (26) : Because she had felt the pea right through the twenty mattresses and twenty eider-down beds.

Teacher : Snow, number 18, what happen in ending this story?

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Students (8) : The prince took the princess to become his wife.

In the third meeting most of the students could understand what they did. Usually some of them were not confidents speak into English, and then the teacher asked the students to speak up their idea. It is to make the students speak more freely.

Here, there are not problem seriously in understanding about this topic and they are speak freely although there are some students did not confident the. Also, the teacher given correction about their grammatical mistakes and it to makes their motivation.

d. Four meeting

The four meeting is the last meeting to observation, and the teacher made a title "The oldest animal on earth ". The teachers were made same technique to teach. And the short story for this meeting had given in the weeks that were to make the students understood the content of the story. The teacher asked the students to read the short story and took note of the sequence of the events. The teacher allocated 10 minutes to prepared everything before the presentation, during this activity the students tried to practice retelling the story and some of them discuss some difficult words with their friends, after that the teacher asked student to start retelling the short story. Here, the students were presentation by their own words:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Once upon time, there is s friendship re a cat, a frog, and camel. They decide tell to the other about their birth.

The cat tell that he born when the earth still soft, he walk very carefully so that he still careful when he walk, and he feel that he is oldest than his friends.

But the frog explain that he oldest too, he tell when he born the earth very hot to walk in, only way to move around was the jump, so he still jump rather than walk.

The last is the camel tell about his born, the earth not yet been made, there was only sky and sand in anywhere. When his father died, there is no burry him, so that I must carry him on my back. that's why my back is crocked.

According to the camels tell, so a cat and frog agree that the camel was the oldest.

In retelling the story, although some of them often pronounced some words incorrectly and also made grammatical mistakes. Most of the students tried to speak in corrected English. They did not afraid again and braver to speak in English. After all of the students did their task, the teacher always allocated certain time to evaluated and given her comment to their presentation. Furthermore, the teacher did not forget to give them

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

rewards to make them more motivated. Here, the teacher were could managed the time. In each meeting, the teacher always tried to made all of the students speak

2) Discussion

In the teaching learning process the teacher used oral approach on student self assessment as the main activity in the class. It was to make all of the students could speak up in English. The material that given the teacher is passed orally, it makes the students easy catch the teacher's instruction. And the teacher used English and Indonesian language in their instruction is to make the students understand clearly.

In this meeting the teacher used short story as the material, it were suitable to the students. Based on the researcher opinion, short story is way to made them speak, because they can found some difficult words, found content of the story, after that they presentation on their own words.

Besides the material used, the teacher's role in conducted the retelling story were also very essential. Based on the data obtained, before applied this technique, the teacher chosen and prepared well the material that will given the students, and the topic did not based on the curriculum. In the first meeting, when the teacher conducted this technique, she explained what the retelling story technique and also it is rules of her explanation, the teacher asked the students to read the short story, it to make the students understood

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

about the content of the story and found of the main idea. then, the teacher asked the students to retell the story by their own words. Based on the northon's opinion, the students need to some technique to stated :[29]

a. Read the story completely through about three times, it was the way to make them know main idea of the story.
b. Tried to list mentally the sequence of events, and made an outline of the important happenings, in order that they did not have to memorized the story word by word, but rely on the highlighted scenes and setting.
c. Go over the main events again and add details they remember think about the meaning of the evens and how to express that meaning, rather than tried to memorizing the words in the story.

In the first meeting almost all of the students were still difficulty in expressing or retelling the story. Even thought they are already known the content of the story in their minds, they still got stuck in retelling the story. However, in the next meeting most of the students could to retell better than before, although there were grammatical errors. Often they made grammatical error about the tenses, and they also often pronounced some words. The teacher always were given correction and explanation the students mistakes.

At the end lesson, she did not correcting the grammatical mistake directly, because it will be disturb and discourage them to speak. During the

[29] Donn, E. Northon, *The effective teaching of language arts*, (London : Char;ess E merril Pulishing, 1980), P. 334

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

teaching learning process, the teacher did not too dominate the class. He just observed and tried to guide them if they get some difficulty. Thus, the students have much time to speak up freely. In each meeting, the teacher did not forget to give the students reinforcement to made them be motivated to speak, such as praise and critics.

The students showed their ability in retelling the story, even thought they still often made grammatical mistakes, mispronunciation some words and even found difficulty in understanding some words in the story. However, the retelling story made the students were afraid become confident and braver to speak. It was proved that this technique is could to encouraged the students to participated in the classroom activity. Thus were supported t the students that retelling story was very interesting technique and they were motivated to speak English. Moreover, they agreed if retelling story used in teaching speaking.

The researcher can say that the students were enthusiastic in taking part in the activity. The teacher can be saw in their action when they tried to speak in English correctly.

During the teaching and learning process the teacher always motivated them to speak and asked some difficult words that they are not understanding, The teacher were also give correction the grammatical error when they were presentation. It was to motivate them to more speak.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

C. The Problem Arise in Teaching Learning Process

1. Finding

Based on the result of the research instrument in collected the data, the researcher could mention some problems which arise during the teaching learning process. These problems include vocabulary, grammar, pronunciation, meaning, feeling shy, afraid, and did not confident.

The problems which arouse during in the teaching learning process were divided into 2 sides. The first on is the problems that happened on the teacher, and second one on the students.

Based on the result of interview that the researcher did, the teacher found some problems during in the class. First of all the difficulties to given the explanation about the material, because most of the students could not understood with her explanation. These problems also related with the students vocabulary. They were difficult to understand the material because their vocabulary were less.

Other problems students were grammar. Most of the students were not to know how to using the tenses. In here the teacher did not only found the problems based on the students capability, the teacher also found out that the students still feeling shy to tried speaking in English in their presentation. They were not only shy but also they feel afraid and did not confident. They usually to keep in their class when the other student retelling story in front of the class.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

From the questionnaire, the researcher also can concluded that the problem actually more complex. They were less in their vocabulary, pronunciation, grammar and meaning. Because of that most of the students were difficult to understand with their lesson.

And it is also to made they were difficult to understand the material. To solved the problem, the teacher used English and Indonesian language to explained about instruction the activity, the teacher corrected grammar, and asked some difficult words that they did not know. It to made the students more speak English.

2. Discussion

As mention in the founding above, the arouse during the teaching learning process included vocabulary, grammar, pronunciation, meaning, feel shy, afraid, and did not confident. Based on the result of the research instruments in collected the data, the researcher can conclude that the problems that happened in the teacher came from the problems of the students.

Students difficult to understood the material. It was because they were less in their vocabulary, grammar, pronunciation, and meaning.

The researcher also divided the problems arouse during in teaching learning process into two vies. The firstly, based on capabilities of the students views. It is included vocabulary, grammar, pronunciation, and

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

meaning. We know that based on the function of language which stated in the previous chapter; both of them were representational and interactional.

Second views were based on psychological views. In here, the students still feeling shy, afraid, and not confident to tried retelling the story during in the classroom activities. Because of them usually tend to keep silent in their class. Based on the result of interview, to solve the problems the teacher given the students motivated by saying that they did not be afraid of making mistakes and also say that the most important thing in the activity is they can express of the story in English.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

From the discussion about the teaching speaking trough retelling story, it can be concluded in accordance with the statement of problems that:

1. In relation to the first problem (how is the implementation of teaching speaking through retelling story for students of year eight at SMPN 1 Sedati, Sidoarjo). The teacher explains the rules of retelling story in each meeting, and reminds the students of the sequence of preparation in retelling the story before presenting in front of the class. Furthermore, the teacher also gives question related to the story, such as: the events, the setting, and the characters. In order to make the students understand the story, the teacher also monitors, guides, and helps the students in their speaking activity. She also encourages and gives the students reward in order to make the students motivated to speak up. In addition, the teacher's correction of student's grammatical errors will discourage the students to speak up. The use of retelling story make the students eager to speak up because the atmosphere of the class support them to speak up without being afraid of the mistakes.

   Furthermore, retelling story gives the students inspiration and make them more motivated to speak up freely.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Materials used in retelling story is a short story, in this case fairy tales.

2. Response to the second question (what the problem might arise in teaching speaking through retelling story for students of year eight at SMPN 1 Sedati, Sidoarjo). The problems arise during teaching learning process in the class can be divided into two that are: capability of students and physiological aspect. Based on the capability of the students, the problems include student's vocabulary, grammar, pronunciation, and meaning. For psychological aspect, the problem includes student's feeling of being shy, afraid, and not confident. Based on the problems above, the teacher considers several points for improvement return. They include that the teacher corrects grammar, ask some difficult words that student do not know and give reward to those who are not afraid to speak in English.

B. Suggestion

This suggestion is addressed for those who have and interest in the issue of using retelling story in teaching speaking.

1. When certain students present retelling story in front of the class, some students who are sitting in the back rows are busy with themselves. The teacher should arrange the class in such a way that makes the students pay attention to their friend's presentation.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. The teacher must forbid the other students to make a noisy when a students makes mistakes. This way can be used to reduce to anxiety level of the student, who is presenting the story.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

BIBLIOGRAPHY

Brown, H. Douglas. 2000. *Principle of Language and Teaching*. San Francisco State University: Longman.

Brown, Douglass. *Teaching by Principle An Interactive Approach to Language Pedagogy*

Camine, Douglas, Jery Silbert, Edward J. Kamcenui. 1990. *Direct Instruction Reading*. Ohio: Merril Publishing Company.

Chastain, Kenneth. 1976. *Developing Second Language Skills: Theory to Practice.* Chicago. USA: Rand McNally College Publishing Company

David, Nunan. 1999. *Second Language Teaching and Learning*. Hong Kong: Heinle.

Edward, M. Anthony. 1963. *Teaching English As a Second Language*. Philipine. Mc. Graw Hill.

Finnonciaro, Mary. 1974. *English as A Second Language: from Theory to Practice.* New York. Regent Publishing Company.

Hook. J.R. and William. H. Evans. 1982. *The Teaching of High School English*. New York: John Willey and son.

Hsin, Cheng. Feng. 1988. *Technique to Teach Speaking English Teaching forum.*

Http//www.nclrc.org/essentials/speaking/spandex.htm, may, 28,2010, 2.07 p.m

Http//www.bridgew.edu/library/CAGS_Projects/TPALIGO/web%20pages/srlirev.htm. jule, 03,2010. 07.30 p.m

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Harmer, Jeremy. 1991. *The Practice of English Languge Teaching*. Cambridge: Longman.

John, W. Craswell. *Research Design*. America: United State of America.

Kathleen, M. Bailey. 2005. *Practical English Language Teaching Speaking International*. North America.

Lado, Robert. 1986. *Language Teaching: A scientific Approach.* New York: Mc.Graw-Hill.

Lubis, Yusnaini. 1988. *Developing Communicative Proficiency in English of Foreign Language*. Jakarta

Martin. M. Padersen. 1995. *Story Telling and the Art of Teaching English Forum.*

Northon, Donna. 1980. *The effective Teaching of Language Arts*. London: Charles Emerril Publishing Company.

Penny Ur. 1996. *A course in Language Teaching*. Cambridge University Press

Ricard, J.C. and Teodore S. Rodgers. 1984. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

River, M. Wilga. 1983. *Speaking in Many Tongues: Essay in Foreign Language: Techniques and procedure.* Cambridge: Masschusetts Winthrop, inc.

Rixon S. 1991. *Teaching English to Children from Practice to practice*. London: Collin.

Setiyadi, Ag. Bambang. 2006. *Teaching English As A Foreign Language.* Yogyakarta: Graha ilmu.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Sumakdinata, Nana Syaodih, 2007. *Metode Penelitian Pendidikan.* Bandung: PT. Remaja Rosida Karya.

Sumaningsih, Nanik. 2003. *A Descriptive Study of the Second Year Student Listening Ability through story telling at SMPN 2 Pasuruan.* Surabaya: IKIP Surabaya.

Underhill. 1987. *Testing Spoken Language. London*: Cambridge University Press.

1995. *Oxford Advanced Learners Dictionary*. New York: Oxford University Press

2003. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id