

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

THESIS



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IAIN SUNAN AMPEL SURABAYA**

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

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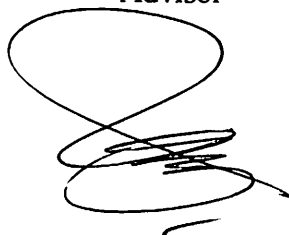
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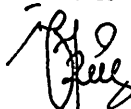
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan penulis sendiri dan sepanjang pengetahuan penulis tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian study di perguruan tinggi ini maupun di perguruan tinggi lain, 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

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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

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.

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.

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

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 though 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.

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.

