

ABSTRACT

In Indonesia, students can understand English but cannot use English as a language. Students use English more frequent only inside the class and less frequent outside the class. Whereas students have limited time to learn English in class and they do not enough to practice. The appropriate technique is needed to help students in speaking.

The study aims to describe the teachers' implementation of retelling stories technique in teaching learning process. It also aims to find out the students responses toward retelling story technique.

This study used qualitative case study. It involved one English teacher and twenty two students of seventh grade at SMP Al-Hasan Bandung. The data obtained from observation, interview, and questionnaire.

The results show that the teacher implements three main steps of retelling story technique: pre-retelling, while retelling and after retelling. In addition, during teaching learning process, the teacher's preparation and strategy of this technique is using pictures. Furthermore, the study explores the students' responses toward retelling story. The results of the study shows that the students give positive responses to retelling story technique. The students agree that retelling story has improved their speaking skill.

To conclude, the retelling story technique is helpful technique for developing students' speaking skill. Therefore, it is suggested that using retelling story would be necessary, if the teacher or researchers plan and manage the allocation effectively in optimizing in learning process and researchers should be prepared to train the students before applying retelling story technique.

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