

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It covers the background of the study, research questions, research purposes, significances of research, rationale, and previous studies.

A. Background

Learning English involves the four language skills; listening, speaking, writing, and reading. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language while speaking and writing belongs to productive skills in which the language users require the ability to produce language both spoken and written (Harmer, 1983).

Fachrurrazy (2014) said that speaking skill is an active or productive skill. The target of speaking skill is an ability to express ideas freely and spontaneously. In addition, Deisy (2013) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Likewise, Kusumawardani (2013) mentioned that speaking is one of the skills that used to deliver our ideas, opinions, thoughts, and also showing the author's feeling to the public in a particular language. Thus, speaking skill is the ability to express their ideas, feeling, and thought. Moreover, speaking is a way to deliver a message from one person to other in order to interact that they can get information.

Based on fact. In Indonesia, students can understand English but cannot use English as a language. The other difficulty of speaking English can be caused by a rare practice (Hetrakul,1995). For example, 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. This case brings a problem that makes junior high school students having difficulties to communicate English.

This condition has the same as what the researcher has experienced in SMP Al Hasan Bandung through Field Practice Program (PPL). It seemed that the students could not express their ideas in English orally since they used English in the learning process. There are some factors why the problem occurred. Firstly, students had difficulty in speaking English words since they usually had the problem with grammar and pronunciation. For example, when the teacher asked them to answer teachers' question, students were wrong in pronouncing the words. Secondly, the students were lack of vocabulary knowledge thus they had difficulty in arranging a sentence in speaking. It can be seen when the teacher tested them to speak in front of the class, they were confused and asked the vocabularies to the teacher. As a statement, the students felt used unable when to speak English because they could not speak well.

There are several studies regarding retelling story in teaching speaking. First, research is provided by Rachmawaty (2010) entitled "Does retelling technique improve speaking fluency?". The research was conducted in University, to six students.in a remedial class. The research used pre-test, treatment, and post-test. It has a significant improvement. Second, Farida (2011) had studied about the developing students' story retelling ability through collaborative learning techniques. She used the research sampling from VIII A students of SMPN 2 Semarang for grade eight by focusing on the speaking ability. The first goal of her

research was tried to explore to what extent CL or collaborative learning techniques could increase the ability of the VIII A students of SMPN 2 Semarang in story retelling. Other research was conducted by Mulya (2009) at SMP 5 Bandar Lampung who revealed that retelling story through picture series can improve students' speaking skill. It has significant influences on students' speaking activities. Moreover, this research explains that retelling story through picture series built students' confidence. However, for the sake of retelling story, it is important for the teacher to help students develop their motivation to create activities or use pictures to develop students' motivation to get the better result.

This present research is different from the previous research. Based on the explanation above, the researcher only focuses on the teacher's implementation of retelling story in the first grade of Junior High School and investigating students' responses in the teaching-learning process. Thus, the researcher conducts a research with the title **“THE IMPLEMENTATION OF RETELLING STORY ON STUDENTS' SPEAKING SKILL”**

B. Research Question

From the observation above, the researcher formulates the problems of this research as follows:

1. How does the teacher implement retelling story technique in speaking class?
2. What are the students' responses toward retelling story technique?

C. Research Objectives

Based on the background of research above, the study is intended:

1. To describe the implementation of teaching speaking using retelling story technique in speaking class.
2. To find out the students' responses toward retelling story technique.

D. Significances of Research

This study has three significant perspectives. Theoretically, this study is to enrich about the implementation of retelling story technique in improving students' speaking skill.

Practically, the results of this study are designed to extend some informative inputs in reaching the successful teaching and learning process, and also beneficially useful to students and the readers who are interested in teaching English especially using retelling story technique.

Professionally, this study is aimed at aware teachers and future teachers to improve the quality of teaching, teachers-students' relationship, creating collaborative learning, and also creating an interesting classroom.

E. Rationale

Speaking should improve students' communicative skill to express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Fachrurrazy (2014) said that speaking skill is an active or productive skill. The target of speaking skill is an ability to express ideas freely and spontaneously.

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer (2001) says

“They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal

conversation. The transactional function has its main purpose in conveying information and facilitating the exchange of good and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.”

Kayi (2006) stated that teaching speaking has been undervalued and English language teachers have continued teaching speaking just as a repetition of drills or memorization of dialogues.

Retelling story is one of the teaching speaking techniques. Retelling story is an oral activity where language and gestures are used in a colorful way to create scenes in a sequence. Also, story retelling is an assessment tool that evaluates students' learning in an English speaking or writing's comprehension of the story and story retelling can direct the learner to achieve in the development of an English speaking skill (Morrow, 1986). In addition, Mallan (1996, cited from Isbell, 2002) explained that the story and storytelling are essential to human existence. In line with this, Pellowski (cited from Eliwarti, 2013) stated that retelling story is an effective instructional strategy for enhancing the comprehension of proficient and less proficient students.

Story retelling is a part of learning to speak activities for this study, and story retelling takes places when students retell the important details of stories or stressing the focus on comprehension. Furthermore, story retelling provides students to analyze a story and creates a language in speaking or oral, and students get to know the related terminology (Schienkman, 2004). Using the pictures to retell a story can be very useful in language learning. It provides a vision to support scaffold comprehension of language learning.

The use of picture and story in the teaching and learning pictures can be a technique for teaching speaking. Harmer (2001) states that to facilitate learning, the teacher can use pictures or graphics. In line with Harmer, Newby (2006) say that teacher can use pictures to illustrate specifics lessons topic, especially in explaining learning process.

Kayi (2006) believed that using pictures in retelling story is an activity based on several sequential pictures. Students are asked to tell the story taking place in the picture series by paying attention to the criteria provided by the teacher as a teller. The story is an informal account of the live experience, whereas narrative is a structured interpretation of the story, which includes researcher addition and omissions (Haigh and Hardy; cited from Drum 2013). In addition to Owocki (1999, cited from Nizzu et al, 2016), retelling helps students to rethink their way through a text.

However, retelling story consisted of more than just retelling stories. It may include not only creating a story but also the use of pictures, acting, singing, story writing and so forth (Champion, 2003). Narrative text can improve students' vocabulary in speaking activities and it can give more practical activities in speaking. In addition, retelling story practice can give the experience an insight as stimulating to practice their productive skill.

F. The Previous Studies

There are some research results regarding the using of retelling story technique in speaking class. First, Trina D.Spencer (2009) had studied her

research on the effect of intervention narrative retelling the story of preschoolers' story retelling and building the personal story generation skills at Utah State University. She examined the effects of intervention on a story retelling and personal story skill to preschoolers. The researcher selected seven students who attended preschool at Logan Head Start to be the samples in this study, and the researcher used short stories and story pictures in this study. Moreover, the researcher used materials, activities, and instructor to help in increasing students' story retelling and individual story. Results have shown that the narrative intervention could improve students in narrative retelling and individual story generation skill. Also, the results could direct the participant's to achieve in narrative retelling. The researcher calculated scores from INC or the index of narrative complexity and found that the pre narrative to post narrative intervention for personal generations could interpret to an improvement story retelling.

Second, Rachmawaty (2010) conducted the research entitled "Does retelling technique improve speaking fluency?". Retelling is considered a technique which can be applied to improve students' speaking fluency. The research conducted in University, to six students.in a remedial class. This is indicated by a number of statistical data, First, all of the participants produced higher scores in the post-test than those in the pre-test. Second, before the participants used the technique of retelling, the mean score was 22.9, and after the treatment was given to the participants, the main score was 51.17. Third, the t-score was 7.77. This score was higher than the t-table, 2.571. This shows that the treatment given to the participants affects their speaking fluency significantly.

Third, Farida (2011) had studied about the developing students' story retelling ability through collaborative learning techniques. She used the research sampling from VIII A students of SMPN 2 Semarang for grade eight by focusing on the speaking ability. The first goal of her research was tried to explore to what extent CL or collaborative learning techniques could increase the ability of the VIII A students of SMPN 2 Semarang in story retelling. Meanwhile, the second goal of this study was to investigate the CL or collaborative learning could develop a manner of the VIII A students of SMPN 2 Semarang in story retelling. The result of this research had shown both negative and positive. The positive result was the successful development of students' English speaking ability after using CL technique in story retelling, but the negative result had shown that the CL technique could not be successfully developing on student's manner in retelling stories.

Fourth, Mulya (2014) conducted the research that has aims for investigating the use of retelling story through picture series to improve students' speaking skill at the 8th of junior high school. The result of the data showed that picture series in retelling story was effective to improve students' speaking skill. The computation result shows that the students' speaking ability in the experimental group was improved after receiving the treatment by using picture series in retelling story. In addition, the experimental group has a better result than the control group. It means that the use of picture series in retelling story during the treatments gives a significant impact on the students. The result proves that this method can be used in teaching speaking.

Fifth, improving students' speaking skill through picture series by using pictures series at SMAN 7 Bandar Lampung was conducted by Devina Nizzu (2016). This research was concerned with the implementation of retelling stories by using picture series in teaching speaking to second graders. In relation to the research, it could be concluded that there is the improvement on students' speaking skills taught through retelling story by using picture series. It can be seen from the mean score of pre-test and post-test. Mean score of post-test is higher than the mean score of the pretest. It happens because retelling story through picture series helped the students to build their ability in speaking, they can speak what they know based on the picture series. Also, the results of this research reveal that all the aspects of speaking skills that improved the most ranging from the highest to the lowest aspects, such as vocabulary, grammar, fluency, pronunciation, comprehension.

Therefore, the researcher concludes from these related researches that there are most positive results of story retelling. The beneficial results of story retelling will be developed in other studies, and teachers can use story retelling as a teaching technique.

In this present research, the researcher investigates only a teacher and EFL students in junior high school level. This research tries to describe the teacher's implementation of retelling story in teaching speaking and the students' responses after teaching-learning process occurs.