

## THE STUDY OF TEACHING SPEAKING BY RETELLING STORY

Ridwan<sup>1,2</sup>, Nurul Hasanah<sup>2</sup>

<sup>1&2</sup> *English Education Departement og Teaching  
faculty of IAI Darussalam Blokagung Banyuwangi*

Email: <sup>1</sup>[mbahjohn74@gmail.com](mailto:mbahjohn74@gmail.com),

<sup>2</sup>[hasnaruqoyya7@gmail.com](mailto:hasnaruqoyya7@gmail.com)

### ABSTRACT

*By speaking, everyone can express what they think or feel. Therefore, speaking is one of the most important competencies that students must master at school, while tenth grade students still had problems in speaking. Most of them were difficult to explore ideas and designing their sentences. Besides they were also less vocabulary. This Aim of research is to describe the study of teaching speaking by retelling story at Tenth grade students of SMA Favorit NU Tegaldlimo in the academic year 2019/2020. This research is a qualitative descriptive research. The study subject of grade X science students of SMA Favorit NU Tegaldlimo. This research involved nineteen students at the tenth grade students of science in SMA Favorit NU Tegaldlimo as population. There were twelve female students and seven male students. In addition, the researcher used a qualitative as approach, there were data collection techniques used to collect data such as the interview, observation, and documentation. There were several aspects of speaking that student's increased in*

*retelling story of narrative texts such as (Orientation, complication, resolution). Furthermore, Students were also more enthusiastic and enjoy being taught by retelling narrative story. According to described data, it showed that there was improvement of students' scores in speaking narrative text from the preliminary study test until after study. Finally, students got an improvement, 100 % of students passed from SKM. from these results the researchers concluded that teaching speaking by retelling story was been successful in increasing students' abilities in speaking skill.*

Keywords: *Speaking skill, retelling story.*

## Introduction

There are large number of definitions of speaking that need being recommended. Eventually Tom's perusing a few masters. Speaking is a profitable dialect ability (Siahaan, 2008:95). It implies that speaking maybe a person's aptitudes to prepare resonances that exist at the importance and make caught on Eventually Tom's perusing different people, in this way that capable with making about useful correspondence.

Speaking will be the utilization of dialect will

impart for different (Fulcher, 2003:23). It implies that this action includes two or additional individuals clinched alongside whom those members need aid both hearers also speakers hosting should respond will whatever they listen also aggravate their commitment an helter-skelter speed, thereabouts each member need expectation alternately a situated of plan that he needs. So, the English instructor's testament ought to dynamic those people talking capacity by giving work to open dialect exercises What's more intriguing networking in the classroom et cetera giving them those chances with act their talking ability to the extent that could be allowed.

As stated by (Bailey, 2000:25), speaking will be a procedure from claiming interactional the place speakers proposed to raise importance through producing, accepting What's more transforming data. Starting with the individuals' theories, it camwood be reasoned that talking ability will be

identified with correspondence. Speaking will be an expert to utilize a dialect suitably on express someone's idea, opinions, alternately emotions so as with providing for alternately get data Furthermore information starting with different kin who do correspondence.

Teaching speaking is an important part of language learning. The capacity to speak in a second dialect obviously what's more effectively. Contributes to the victory of the learner in class and triumph later on each period. For existence. David Nunan, 2003, state that teaching speaking is to teach ESL learner to: a) Produce the English speech sounds and sound patterns; b) Use word and sentence stress, intonation patterns and the rhythm of the second language; c) Select appropriate words and sentences according to the proper social setting audience, situation and subject matter; d) Organize their thoughts in a meaningful and logical sequence; e) Use language as a means of expressing values and

judgments; f) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Several experts have clarified the definition of retelling Kalmback (1988) in Stoicovy (2004) states that retelling may be a process of re-memorizing what we listened to and browse. Morrow (1989) defines retelling as "post-reading or post- listening recalls within which readers or listeners tell what they remember either orally or in writing". Room (2013) states that retelling is redoing or reconstructing something This leads us to mention that it's a complicated activity that needs the reteller to gather items, organize, find the relation among them to reconstruct and introduce them dring a new form that keeps up the meaning and also the theme. In other words, it's expressing an experience that the reteller has passed during a personal form and his/her understanding and opinion to the core matter.

In shortly, the retelling may be a reading comprehension strategy that engages pupils at different levels of language: from interpreting meaning at the entire text level to individual words and phrases and back to the entire text again. It provides opportunities for pupils to have interaction in an exceedingly the whole range of important language and cognitive processes including recall of events/information, details and characters, text structures and language features. It also provides opportunities for all of the main language skills to be applied - listening reading and viewing likewise as speaking presenting and writing - as pupils actively make meaning of texts and share their understanding with their peers.

## **Review of related literature**

One of the studies relating to the cooperative conducted by Devina Nizzu (2016). Her research was entitled "Improving Students' Speaking Skills through Retelling Story by Using Picture Series at

SMAN 7 Bandar Lampung”. The similarities between this research and her research are both investigating the same speaking. The population of research and sample of this research and her research are the same, both in senior high school. The differences between her research and this research are methods of research. In this research used qualitative research and her research used quantitative research.

The second study had been done by Endah Prastiwi (2015). Her research was entitled “The Use of Retelling Narrative Story Method to Improve Speaking Skills on Second Year Students of MTs Sunan Kalijaga Kendal Kecamatan Ampel In The Academic Year of 2014/2015”. The similarities between this research was through speaking ability and retelling narrative story method. The differences between this research and her research was through research method. This research used qualitative research and her research used

quantitative research. The population of this research is senior high school and her research is junior high school.

The third study had been done is conducted by Falera Agustina (2019) "Improving Students' Speaking Ability through Storytelling Technique at Second Grade of SMPN 19 Bandar Lampung." The similarities between this research was through speaking ability with storytelling technique. The difference between our research is the research method and population. Her research method was a quantitative research and her population was in junior high school.

## **Method**

The researcher explores students' speaking and toward retelling the narrative story. So, the researcher used qualitative method. It is in line with Creswell's (2012) theory that to answer a research problem which the variables are not known and need to be explored, qualitative method is suitable.



Lambert (2012) added that descriptive qualitative is a viable and acceptable label for a qualitative research approach. It is usually utilized by another researcher, especially novice to the methods of qualitative research. This has led to the labelling of many research studies as phenomenology, grounded theory, or ethnography, when in fact these studies did not meet the necessities of such qualitative approaches. Thus, the researcher uses this approach and method because descriptive qualitative allows her to investigate some participants with multiple sources of data (e.g. demographic profile questionnaire, interview, and document analysis), detailed understanding, and report in the description. It should not be provided in quantitative research.

Method of qualitative research conducted on the premises or location field. Because the researcher researched the tenth-grade of SMA Favorit NU Tegaldlimo. The researcher used a

qualitative approach to this research. It is the research procedures which produce descriptive data in the form of words written or spoken about people and behaviors that can be observed because the researcher wanted to describe teaching speaking by retelling story as clear as possible. In this research, the writer used the design of descriptive method which is a method of research that try to attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. The writer used selected short stories retold by Miss Nasiha that are being analyzed.

Moreover, Endraswara (2011) gives the important features of qualitative research in investigating the literature, like the researcher is that the key of the instrument that reads the literature thrifty, the research is done descriptively which elaborated in the form of words or pictures

than numbers and therefore the process is more priority than the result, because literature establishes interpretations.

Based on the explanation above, this study is attempted to research the types of cohesive devices occurred in selected short stories retold by Miss Nasiha by using a qualitative approach, since the outline of the analysis in the form of research words.

## **Finding and Discussion**

According to the over data can be concluded that the application of retelling story has improved student speaking skills as the estimate of the score as follows: The total score is 1585, average 83.4, the lowest value of 75 and the highest value of 85(see table page 88). According to information from the informant described above, it can be seen that the student score is enhanced by applying the retelling story. It can be known from students ' reactions in

the class and the scores that students have gained. In short, retelling story can make improvements to students' speaking skills. They are average in value 83.4 (very good).

After students' score in study until were analyzed by the teacher, he concluded that students' score was improved by implementing retelling story. Furthermore, students' improved mean score could be seen in the diagram. According to the table that researchers get from informant, it can be seen that the lowest score is 75, and highest 85 and the average is 83.5. It means that the use of retelling story is very good for teaching speaking in SMA Favorit NU Tegaldlimo.

After taught by retelling story, students were fancier in speaking, they were very interested when the teacher started to tell the story about a hungry crocodile mostly students were enthusiastic to retelling the story. In short, students retelling the story by using this narrative text with fun. According

to the explanation above, the researcher concluded that implementing retelling narrative story was successful to increase students' speaking skill.

Based on observations, the method used in Teaching Speaking is Communicative language teaching. This class used this method to make the speaking class effective. The teacher used paper sheet because one of the characteristics of communicative approach is authenticity. The themes are such as personal narrative, using discussion in Education and Learning. The teacher gives simulation by showing and reading the story and asks students to be present same story by reading, and also gives task to raising case about the theme and induce conclusion with their mind. The classroom procedures are divided into opening, brief explanation, practicing before class and closing (evaluation).

Based on the observation, the technique used in the Speaking Class is discussion. The classroom

systems are divided into opening, brief explanation, discussion, practicing, and closing (evaluation). Based on the investigation, the intention is to obtain students speak up. Based on the interview; the objective is related to the oral competency that students must understand. It involves oral competency, choice of word pronunciation that is compatible with the level of speaking.

Discussion is one of methods used in teaching Speaking in the tenth grade of SMA Favorit NU Tegaldlimo. Based on the observation and interview, discussion is frequently used in speaking class. Discussion delivers the student think imaginative about the material presented. They were so passionate to do discussion with their partner. They can append new vocabulary in every gathering because the direct theme makes the students always discover new vocabulary to building sentences.

## Conclusions

The teacher preparation in teaching speaking by using retelling story technique such as lesson plan every meeting, and syllabus. And then, the teacher provided module speaking comprehension. In the module was described what the students do. One of content module is student necessity retell of story. In addition, the content of syllabus consists of competence, indicator, and instructional material, learning method, evaluation, time allocation and reference. And the lesson plan consists of general instructional objective, specific objective, learning material, teaching and learning activities.

The teacher guidance retelling technique in teaching speaking comprehension. The first is reading aloud. The second is the vocabulary. The third are words that go together. The fourth is mastering details. The fifth is making assumptions. The sixth is the retelling of the story. The seventh is

discussing. The eighth is writing. The last is spelling and punctuation.

The problem of retelling many bound by the students and the teacher rarely has difficulty. If the students lazy read so it makes them defeated. The student's problem remembers the difficult vocabulary that they do not know before.

Some suggestions inscribed to students and English teachers. For the teachers, the outcome of this study can be utilized as feedback in teaching speaking comprehension. At least, the teachers understand the weaknesses of the technique and these will help for reconstructing a proper of teaching speaking comprehension employing the retelling story technique.

Meantime, for the students, they will be motivated to improve their understanding in speaking comprehension by understanding this study. It intends eventually to help them in achieving English learning. This study will also give



information to every student at tenth grade of SMA Favorit NU Tegaldlimo as one of their English reference in studying speaking comprehension.

Future researchers, the finding of the study can be beneficial for future researchers. Since, it can be applied as a department further researcher of the some aspects of the study teaching speaking comprehension by using retelling narrative story technique.

## References

Alfi, Intan: 2015. *Improving The Students Speaking Skill through Communicative Games*. Research. Yogyakarta: Yogyakarta State University.

Hanum, Luthfia: 2018. *Improving English Speaking Skill through Introductory English Videos*. Research. Banda Aceh: Ar Raning State University.

*Muthiatul Laili, D: 2015. Improving Students Speaking Skill through Oral Presentation Technique. Research. Tulungagung. Islamic*

Institute of Tulungagung.

Nizzu, Devina: 2016. *Improving Students' Speaking Skill through Retelling Story by Using Picture Series*. Script. Bandar Lampung: Lampung University.

Nurasita Prastiwi, F: 2014. *Improving the Speaking Skills*. Research. Yogyakarta: Universtity of Yogyakarta.

Sayyidatthohirin, Muchammad: 2016. *Strategy of Teaching Speaking Effectively*.

Walija. 1996. *Bahasa Indonesia dalam Perbincangan*. Jakarta: IKIP Muhammadiyah Jakarta Press.

Wibowo, Wahyu. *Manajemen Bahasa*. Jakarta: Gramedia. 2001.

<http://azbahasainggris.com>

<https://repository.ar-raniry.ac.id/eprint/3241/1/Research.ph>

<https://area.dge.mec.pt/gramatica/whatspeakingis.htm>

# Darussalam English Journal

Volume I, Number 2, December 2021

eISSN: 2807-3223

**DOI:** [10.30739/dej.v1i2.1247](https://doi.org/10.30739/dej.v1i2.1247)

<http://repo.iain-tulungagung.ac.id/2297/3/CHAPTER%20II.pdfknow>