Improving The Students' Speaking Ability Through Retelling Technique By Using Fables' Video at SMPN 4 Rejang Lebong

THESIS

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ABSTRAK

Aprian Kurniawan. 2022. Improving The Students' Speaking Ability Through Retelling Technique By Using Fables' Video at SMPN 4 Rejang Lebong. Thesis. Graduate Program. State Universitas of Padang

Kemampuan berbicara adalah kemampuan untuk mengungkapkan informasi dengan tata bahasa yang benar, kosa kata yang tepat, pengucapan yang dapat diterima, dan konten terkait untuk membuat orang tidak salah mengartikan dan salah paham. Namun, beberapa masalah ditemukan dalam penelitian primer terkait dengan kemampuan berbicara. Pertama, siswa kurang memiliki kemauan untuk berpartisipasi dalam proses belajar mengajar dan cenderung pasif. Kedua, siswa kekurangan kosakata. Ketiga, siswa sulit mengucapkan beberapa kata. Keempat, siswa memiliki masalah membangun yang benar. Kelima, siswa membutuhkan banyak waktu untuk berpikir, berhenti sejenak, dan terkadang melakukan filler saat berbicara. Terakhir, guru masih menggunakan cara lama. Penelitian ini bertujuan untuk meningkatkan kualitas pengajaran berbicara melalui teknik retelling menggunakan video fabel. Rancangan penelitian ini adalah penelitian tindakan kelas dan dilaksanakan di kelas 9 SMPN 4 Rejang Lebong yang berjumlah 30 siswa. Peneliti menggunakan instrumen observasi, tes, catatan lapangan, dan wawancara untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa meningkat setelah pembelajaran melalui teknik menceritakan kembali dengan video fabel. Hal ini terlihat dari peningkatan setiap siklusnya. Nilai rata-rata pre-test adalah 51,1. Setelah penerapan di setiap siklus, skor berbicara siswa meningkat. Nilai rata-rata siswa 62,4 pada siklus 1 dan 75,6 pada siklus 2. Hasil kedua menunjukkan beberapa aspek yang dapat mempengaruhi hasil ini: bahan ajar, media, kegiatan kelas, strategi guru, dan manajemen kelas. Dapat disimpulkan bahwa teknik menceritakan kembali dengan video fabel dapat meningkatkan kemampuan berbicara siswa.

Kata kunci: *Peningkatan, Kemampuan Berbicara, Menceritakan Kembali, Fabel, Video*
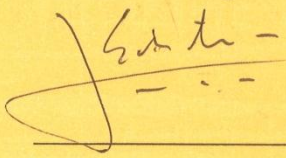
ABSTRACT

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Speaking ability is the ability to express the information with the correct grammar, appropriate vocabulary, acceptable pronunciation, and related content to make people not misinterpret and misunderstand. However, several problems were found in primary research related to speaking ability. First, the students lacked the willingness to participate in teaching-learning and tended to be passive. Second, the students lacked vocabulary. Third, the students were hard to pronounce some words. Fourth, the students had problems building the correct. Fifth, the students took much time to think, pause, and sometimes did fillers when speaking. Last, the teacher still used the old method. This research aimed to increase teaching speaking quality through retelling techniques using fable's video. The design was action research and was conducted in grade 9 of SMPN 4 in Rejang Lebong, which consisted of 30 students. The researcher used instruments of observations, tests, field notes, and interviews to collect the data. The result showed that the students' speaking ability improved after learning through the retelling technique with the fables' video. It can be seen from the improvements of each cycle. The average score of the pre-test was 51.1. After the implementation in every cycle, the students' speaking scores improved. The students' average Scores of 62.4 in cycle 1 and 75.6 in cycle 2. The second result showed several aspects that could influence this result: teaching materials, media, classroom activities, teacher strategy, and classroom management. It can be concluded that the retelling technique with fables' video can improve the students' speaking ability.

Keywords: *Improving, Speaking ability, Retelling, Fable, Video*

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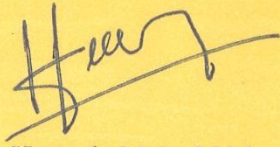
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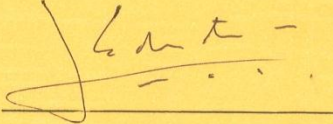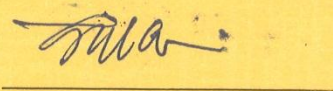Pembimbing

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Padang, November 2022

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The researcher

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CHAPTER 1

INTRODUCTION

A. Background of the Problem Research

Speaking skill is an essential skill that needs to be mastered. But, Speaking skill can not be mastered easily because students have to know the term of the structures, grammar, and vocabulary. It is supported by O'Malley & Pierce (1996) state that speaking is considered to be a necessary skill for a student to be mastered. By learning the speaking skill, Students have the ability to verbally convey their thoughts and ideas. Hence, speaking is the only way of oral communication. In addition, according to Nunan (1991), The single most crucial aspect of learning a second or foreign language is mastering speaking skill. So, The Success in speaking is in terms ability to carry on a conversation in the language. In conclusion, in mastering speaking skills, speaking elements need attention in teaching speaking to make interlocutors understand the information conveyed.

However, mastering speaking skill is not easy especially for the junior high school level. The researcher did the observation in the classroom during the teaching and learning process before conducting the study. The researcher observed that making a well-spoken interaction with whole students in the classroom was difficult. During the teaching and learning process, the teacher only dealt with a few talented students. Meanwhile, When the teacher spoke to the other students, they tended to be

quiet. This caused the teacher only to pay more attention and encouraged clever students who always contributed in the classroom. So, the smart students dominated the class during the teaching-learning English process. Furthermore, the smart students only interacted with students with the same English proficiency. On the other hand, the students with poor mastery of the English language did not do anything to practice orally. As a result, There was no feedback for them. The students with low English proficiency stayed quiet, embarrassed to speak out and contribute by giving their opinions. During the English learning, the researcher discovered that students with low English proficiency were reluctant to communicate with their friends who spoke English well. As result, the interaction while teaching-learning was passive and only dominated by students who have good English proficiency.

While the observations, The researcher found students faced some problems; First, the students lack vocabulary, which makes them hard to express their ideas or be active in the class. The second problem is that the students felt ashamed of practising their English in the class because they were afraid of making errors in the pronunciation of English, and their friends will mock and laugh to them. Third, the students have their ethnicity that influences their mother tongue/dialect, which means the dialect of the students is not related to English. So, they were hard to pronounce some words. Fourth, the students had problems building the correct grammar when they wanted to express their ideas. So, they prefer to used their mother language or Bengkulunese. Last, the students took much time to think, pause, and sometimes did

fillers when they were speaking. So, it seemed that they hesitated to choose the words for using language. Those problems above are blocking the students from producing the language. As a result, the objective of teaching speaking in English can not be reached perfectly.

The other problems were also found on the teacher's side either because the teacher still used the old method of teaching English. The teacher only used text and explained it without using other media to teach. Next, the students were requested to create thoughts based on the given topic by the teacher. This traditional method is not an effective way to teach English because the teacher only gives the text for their guidance to be learned, especially for teaching speaking. Consequently, the students still have less motivation to learn to speak. The appropriate teaching technique needs to be considered to make students more motivated, active, enjoyable, understandable, and faster in achieving the goal of the teaching.

Related to the problems above, the teacher has to be concerned about teaching speaking in order to solve the problems of the class. Teaching speaking means that the teacher gives the opportunity for the students to talk in order to improve students' communicative skills. Harmer (2007) states that "Teaching speaking is important to give students as many opportunities as possible to speak in a supportive environment". So, in teaching speaking, the teacher has a role in encouraging students to be more active in classroom interaction and be able to speak English correctly and fluently. The teacher needs to use appropriate media and effective ways

by using techniques that can improve students speaking skills. There are many techniques and strategies for teaching English to improve speaking skills. One of the techniques that teachers can be used is the Retelling technique.

Retelling is one of the common techniques in teaching and learning, especially for mastering speaking skill. Stoicovy (2004) also points out that retelling has a good impact on language learning because it encourages students to re-arrange information from the text they have read. Retelling is an oral production activity, which means this method requires students to build up the story by re-memorizing it based on what they watched, read, or heard. So, the reason why the researcher choose this technique because this activity provides good English speaking practice in order to improve students' comprehension and understanding. In addition, it builds students' self-confidence in speaking early. The researcher applies this technique by using audio-visual that is represented by fable to support the effectiveness of this technique.

The researcher uses audio-visual to complement the retelling technique in teaching in order to improve the students' interest and desire to learn English. Related to the audio-visual as a method for teaching-learning, The Fable is the media used for the audio-visual presentation in the video. Bonn (2010) explains that "a fable is an Animal or inanimate object with human characteristics that often serve as characters in fables". The researcher's purpose of using fable in teaching speaking is because fable can make students transfer ideas, remember, and understand the storyline easily. After all, the fable provides texts, illustrations, graphics, and how to pronounce the

words. These factors are assumed to aid students in learning to speak since they are still new to speaking English. So, the teacher is expected the students to be able to speak for retelling the directly with their own words based on what they watched. In conducting the technique, the researcher applies this research in action research.

In most cases, Action research is used in the field of education. It is a type of study that is utilized for a variety of purposes, including curriculum creation in schools, development of professionalism of teachers, upgrade systems planning, school restructuring, and as evaluation tools. Kemmis & McTaggart (1988) mentioned that "Linking the terms "action" and "research" highlights an essential feature of this method: putting ideas into practice as a means of increasing knowledge about or improving curriculum, teaching, and learning". As a result, the researcher applies action research to this study because action research is one of the research methods in an educational environment to improve students' speaking skills with interesting mediums.

There are several researchers who focus on the improvement of speaking skills/ability through retelling techniques that have been conducted by (Handayani, 2018; Fitri et al., 2017; Hidayah, 2016; Kusdianang & Bharati, 2016; Susanti, 2016; Purwatiningsih, 2015; Amalia, 2014; Phaiboonnugulkij & Praneetponkrang, 2014). These studies used video, folktales, comics, pictures, and movies as media. In addition, there are a number of researchers that have been conducted concerning other types of research on retelling techniques, such as experimental research, which is the

effectiveness of retelling techniques on reading and speaking skills such as (Vu et al., 2021; Safei & Atikah, 2020; Irmayani, 2020; Besral et al., 2019; Ekaningrum, 2017; Sylvia & Widiati, 2017; Irwan, 2016). Also, Since animation is interesting media for improving speaking skills, there are several studies that had been investigated this topic (see Egounleti et al., 2018; Krishnan & Yunus, 2018; Minarta et al., 2016; Hadryanti & Narius, 2016; Rosdalina et al., 2015; Nengsih & Sari, 2012).

After analyzing the previous studies, there is no researcher that uses fable as media for practising students' speaking ability through retelling technique, especially in grade IX in the second semester. So, the gap of this research is to learn more about the usage of the retelling technique by using fables' video for improving speaking ability in Junior high school grade IX at SMPN 4 Rejang Lebong.

Based on the previous research above, the researcher assumes that teaching English through retelling techniques are usually used to find out two types of research such as 1) to improve students' speaking skill or writing skill and 2) to find out the effectiveness of students' speaking skill or writing skill. Several researchers are used video as a medium in teaching speaking through retelling techniques. Moreover, the researcher is interested in finding out teaching through retelling techniques by using different videos of fables. Fable provides great visual stimulus for students, consisting of verbal such as sounds with texts and nonverbal presentations such as illustrations and graphics. Therefore, it can help stimulate students to become motivated to become active or critically, especially in choosing words. Regarding

previous research, no researcher used the fable's video as the medium in teaching speaking through the retelling technique. In addition, the researcher intended to analyze how the implementation of the improvement of students' ability in retelling technique by using fable with the title: Improving Speaking Ability Through Retelling Technique By Using Fable at SMPN 4 Rejang Lebong.

B. Identification of the Research Problems

Some problems can be identified based on the background of the problems above. The problems were: First, students lack the motivation to participate in teaching-learning and tend to be passive. Second, the students lack vocabulary, which makes them hard to express their ideas or be active in the class. Third, the students are hard to pronounce some words because of their different mother tongue. Fourth, the students have problems building the correct grammar when they want to express their ideas. Fifth, the students take much time to think, pause, and sometimes do fillers when they are speaking. Last, the teacher still uses the traditional way and only uses text as media. So, the process of teaching-learning is ineffective for teaching speaking.

C. Limitation of The Problems

After identifying the problems, The study is limited to using Fables' video to help students improve their speaking abilities to retell story based on the video at SMPN 4 Rejang Lebong.

D. Formulation of the Problems

Based on the background problem of this research is formulated :

How is the implementation retelling technique using the fable to improve students' speaking ability at SMPN 4 Rejang Lebong?

E. Research Questions

Based on the statement of the problem above, the researcher presented the problems as follows:

1. How is the speaking ability of the students at SMPN 4 Rejang Lebong?
2. How does the retelling technique improve speaking ability by using Fables' Video at SMPN 4 Rejang Lebong?
3. What aspects influence changes in students' speaking ability at SMPN 4 Rejang Lebong?

F. Purpose of the research

The objective of this research is to examine :

1. To analyze how students' speaking ability at SMPN 4 Rejang Lebong.
2. To analyze how the implementation of the retelling technique by using Fables' Video on increasing students' speaking ability at SMPN 4 Rejang Lebong.
3. To identify the aspects that influence the changes in the students' speaking ability at SMPN 4 Rejang Lebong.

G. Significance of the Research

The significance of the research is:

1. Theoretically

The theoretical benefits are this research may give broader knowledge to the readers about the use of Fable as media to improve students' speaking ability.

2. Practically

The practical benefit is this research may give some advantages not only to students but also to English teachers and the writer itself. To students, it may improve their ability in speaking skills. To English teachers, it may contribute to them developing and improving their teaching English. For the next researcher, they can deeply understand the influence and the retelling technique by using the Fable to increase students' speaking skills in this study.

H. Identification of the key terms

1) Fable is animal characters, and inanimate objects are used to satirize the character's human behaviour.

2) Speaking ability is the ability to express the information with the correct grammar, appropriate vocabulary, acceptable pronunciation, and related content

3) Retelling is an oral production activity, which means this method requires students to build up the story by re-memorizing the story based on what they watched, read, or heard.

4) Action research is a collaborative effort among researchers and teachers to find answers to real-world problems in schools or to find strategies for improving education and raising student achievement.