THESIS
THE STUDY OF TEACHING SPEAKING BY RETELLING STORY AT
THE TENTH GRADE STUDENTS OF SMA FAVORIT NU
TEGALDLIMO IN THE ACADEMIC YEAR 2019/ 2020

BY :
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ISLAMIC INSTITUTE OF DARUSSALAM
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REQUIREMENT FOR THE DEGREE

THE STUDY OF TEACHING SPEAKING BY RETELLING STORY AT THE TENTH GRADE STUDENTS OF SMA FAVORIT NU TEGALDLIMO IN THE ACADEMIC YEAR 2019/ 2020

THESIS

Presented to the Faculty of Education and Teacher Training
in a Partial Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

BY :

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2020

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This is certifying that Sarjana's thesis of **Nurul Hasanah** has been approved

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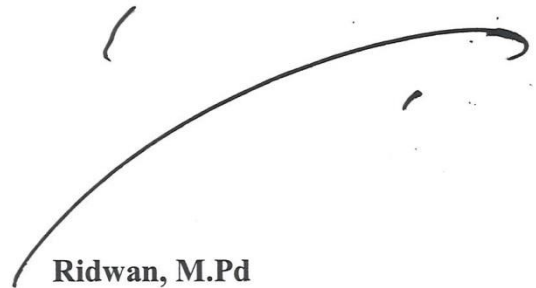Banyuwangi, 29th July 2020

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This is to certify that the thesis of **Nurul Hasanah** has been approved by the board of examiners as a requirement for Sarjana Degree in the English Education Department.

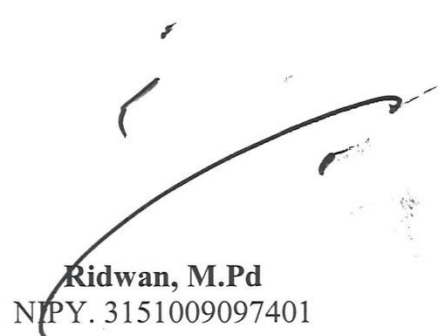Banyuwangi, 30th July 2020

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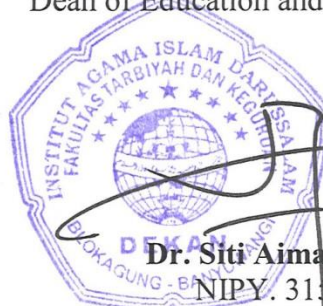**Dian Kurniasih Wahyusari, S.S., M.Hum**
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iv

DECLARATION OF AUTHORSHIP

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v

DEDICATION

I dedicate this thesis to me, which has struggled so far. For my parents, my true friends huan, zing, dian, rizqo.

And to beloved people who help, accompany, support me in the completion of this thesis. Big thanks and may Allah always give mercy and blessings for you all.

MOTTO

Time is like sword, it can help you and kill you.

-Mohamad Sunyoto-

I am Deeply Thankful and Blessed
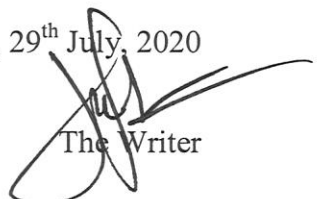
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Banyuwangi, 29th July, 2020

The Writer

ABSTRACT

Hasanah, N. 2020. *The study of teaching speaking by retelling story at the tenth grade students of SMA Favorit NU Tegaldlimo Banyuwangi in the Academic year 2019/2020.*

Key Word: Speaking skill, Retelling story.

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.

TABLE OF CONTENTS

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

This chapter presents such as, the background of the study, research problem, scope of the study, the goal of the study, the benefits of the study, the previous study and the framework.

A. Background of study

Everyone uses language to communicate with the others, they need to chat, to share, to express their mind each other. According to Wibowo and Walija (1996:4) language is the most complete and effective communication to convey ideas, according to that statement English is considered a communication of facility to express humans' thoughts. In short, Language has an important role in human daily life. Furthermore it is supported by Syamsudin (1986:2), he mentions that there are two senses of language first, First, language is a tool used to form thoughts and feelings, desires and deeds, tools used to influence and be influenced. Secondly, language is a clear sign of good or bad personality, a clear sign of humanity. In conclusion, From the definition above, it can be concluded that language is a tool to form and influence the mind by communicating that conveys messages or opinions to others.

Besides, the English language in one language in which the existance is considered as an important language. Besides as an international language, it has many function for everyone. Moreover, All people can use English as their way to go around the world The English language is considered as a compulsory subject in school. English teaching-learning is conducted because it can develop

students' competences in communication of foreign language, in short, English subject has a purpose to make students have communication competency, especially in foreign languages.

There some skills in English, such as speaking, listening, writing, and reading. The one of most important skills from among those skills is Speaking. According to "Harmer (2001: 269) mentions that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language on the process" (Sari, 2015:1) according to that statement, an ability of speaking has the goal is not only knowledge of the language but also information of process.

There are some supporting elements in speaking, such as grammar, vocabulary, pronunciation, and so on. So that is why, all people can learn to speak. Because speaking skill has many advantages in era modern. In short by speaking a people can develop their ability in speaking. Students are also needed to learn speaking skills, because by speaking they can develop their goal in the future, with speaking skills, the student can get their job easier, such as a guide of tourism place, hotel staff and other jobs. But speaking is still being one problem for the student, mostly they are feeling that writing is not easy as they listen. Also, to reach good in speaking, student needs not only teaching from the teacher but also practicing from themselves.

Besides, teaching speaking in the English language is not easy enough. Because speaking skill is natural skill which will appear on the students serves, furthermore as English teacher should understand what the strategy to achieve

students ability in speaking, In afterward, as a teacher need to media for teaching-learning at classroom. Besides, the student can get the real ability in speaking.

In this research, the researcher more intensify in study based on Novia (2017:2) There are some reasons why the researcher uses Retelling story as media in speaking teaching-learning. First, By retelling stories, students can develop their speaking skills more advanced by retelling some stories which they like, such as Cinderella, snow white, Malin kundang, etc. Second, students can practice with retelling stories more enjoy not monotonous. Third. By retelling story students can get the various vocabulary, moreover it can not students' collection of vocabularies. Forth, retelling stories also helps the teacher to understand the comprehension of students according to what they read, listen, and write.

In conclusion, by giving telling story, can give many contribution for either teacher or students. The one of Senior high schools which considered as a good school is Favorite NU Tegaldlimo, it located at Jl. KH' Rofi'i No.15 Kaliagung Kendalrejo Tegaldlimo Banyuwangi East java. When the researcher had PPL at this school. The researcher knows that that school has some students who have competence in either formal or informal, besides there are many excellent teachers, and support this research. In short Favorite NU Senior high school is considered as a favorite school.

According to the researcher when She had done PPL. The researcher observed that student learning in the classroom, the result is some students still have problems in speaking skills. as follows, the first student is less in vocabulary. Mostly student dos not have the various vocabulary or it can be considered as

limited vocabularies, furthermore students are very shame when they are asked to practice in speaking so that is why the student still low in speaking . The students still have a problem dealing with the grammar, so it blocks student intention to try to express their mode.

Those exitances of the problem of students above is proven by their score in (SKM) mostly they are still going 50 whereas the SKM Is 70, which means students have not yet achieved in speaking as Englis major. More ever the evidence is found when the researcher had observation and interview, also the researcher has valid evidence. Based on the student problem above as teacher should take action to solve the student's problem. So that is why the researcher uses retelling story to expect helping or solving the student from dealing with speaking skill, according to Novia (2017:2), by retelling stories, student can get affective benefits. Based on that concept, Retelling story is trusted as appropriate method which give good impact for students.

Based on the discussion above, the researcher wants to conduct a research study entitled **The Study of teaching speaking by retelling story at the tenth grade students of SMA Favorit NU Tegaldlimo Banyuwangi** by using the retelling story the researcher hopes that it will be effective for students ability especially speaking skill. it is also strengthened by some thesis such as Retelling short story to improve students' speaking skill (An article by Jessica Novia 2017). Improving Students' Speaking Skills through Retelling Story by Using Picture Series At Sman 7 Bandar Lampung. By Devina Nizzu 2016. Retelling Story Through Picture Series To Improve Students' Speaking Skill Eni Widyastuti 2017.

B. The research problem

Based on the background study above, the researcher formulated the research problem as follows:

1. How is the use of retelling story described in teaching speaking skill at the tenth grade of SMA Favorit NU Tegaldlimo Banyuwangi?

C. Scope of the study

This limitation of this research is investigation in using at the tenth grade of SMA Favorit NU Tegaldlimo. Based on the identification of the problems, some main problems could be found. The problems were related to the students, the method, and the teaching technique. Those aspects should be improved because it is important to cope the problems.

Due to time limitation, knowledge limitation, and researcher chose one problem to focus which was the teaching technique. This research focused on the use of retelling story to improve the student's speaking skill. The search was conducted at the tenth grade of SMA Favorit NU Tegaldlimo Banyuwangi.

D. The aim of the study

The are some aims according the research problem as follows, to investigate whether or not the use of retelling short story improves students' speaking skill at the tenth grade of sma Favorit NU Tegaldlimo. Another aims is to find out the effect size of the improvement of students' speaking skill after being taught using retelling story at the tenth grade of sma Favorit NU Tegaldlimo.

E. The benefits of the study

There are some significances of this research. For students this result of study is expexted tobe useful for student to increase their skill in speaking. To teachers, this result of study is expected to give solution for teacher dealing withteaching sepaking skill. For the next reserachers this result of study is expexted to give new knowledge and a contribution for the next researchers which relate to speaking skil skill

F. The previous studies

One of the studies relating to the cooperative conducted by Devina Nizzu (2016). Her thesis was entitled "*Improving Students' Speaking Skills through Retelling Story by Using Picture Series at SMAN 7 Bandar Lampung*". The similarities between this thesis and her thesis are both investigating the same speaking. The population of research and sample of this thesis and her thesis are the same, both in senior high school. The differences between her thesis and this thesis are methods of research. In this thesis used qualitative research and her research used quantitative research.

The second study had been done by Endah Prastiwi (2015). Her thesis 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 thesis was through speaking ability and retelling narrative story method. The differences between this thesis and her thesis 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 thesis was through speaking ability with storytelling technique. The difference between our thesis is the research method and population. Her research method was a quantitative research and her population was in junior high school.

G. The Framework

Through this research, the researcher will try to inform about teaching speaking by retelling story. Hopefully this research can give more understanding to many teachers to about teaching speaking well and fun. Because as we know that today almost everyone needs English, particularly speaking skill. The main factor in this modern era is almost every job uses English as communication language. In this research, the researcher will discuss more detail about the use of retelling story to teach speaking well. It will include method, technique, implemented by English teacher in SMA Favorit NU Tegaldlimo.

CHAPTER II

RELATED LITERATURE REVIEW

A. Speaking

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.

B. The Aims of Speaking

The aim of teaching speaking skill is to boost and strengthen students' ability and competence in communicative skill in order that students can express their feeling, words and concepts to others in English and can be ready to communicate with others, even cross-culture, in successful ways.

That principle reason for existing of speaking is to communicate. Speaking will be an imperative apparatus will impart alternately with conveying brain things something like the thing that the speaker will a chance to be said with their society. That is why speaking is extremely critical. Basically, there need aid four important aims to speaking (Tarigan, 2008: 30-36) to be specific:

1. To inform

   To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30). In this case, the speaker just wants to inform about a fact.

2. To entertain

   To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value (Tarigan, 2008:32). For example, when the teacher told about the story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.

3. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in a certain activity (Tarigan, 2008:35). The teacher has to make good teaching to the students by giving them an example in delivering material. From the example, the students can understand the mindset of the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

4. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan, 2008:36). Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

From the statements before, it can be concluded that through speaking, somebody can inform their feeling and knows somebody's feeling from asking him in their communication and make some decisions.

C. Aspects Of Speaking

There are five components of speaking skill which is placed in analyses of speech process, those are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and comprehension (an understanding of what both the tester and the test is talking about or the power to retort similarity on to initiate it. Brown (1997: 4) defined the five components of testing speaking skill as follows:

1. Grammar

Grammar is the rule of the study of language inflexion holding:

a. A morpheme is that the smallest grammatical unit in a very language. For instance, *the girl whom you have got seen is one among of the simplest Vietnamese pianists → ist, ese: morpheme*

b. Word is a single distinct meaningful element of speech or writing, for example, *the girl whom you have got seen is one in all the most effective Vietnamese pianists.* This sentence consists of The (Article), Girl (Object), Whom (Object Pronoun), You (As Subject), Have (Verb), Seen (Verb 3 of see), Is (To Be), One (Noun), Of (Preposition), The (Article), Best (Superlative), Vietnamese (Noun), Pianists (Pronoun).

c. The phrase is the sentence of words that stand together as a one the unit, typically as an element of a clause or a sentence. As an example, *The girl whom you have got seen is one of the best Vietnamese pianists → one of the best Vietnamese best pianists: phrase*

d. Clause, and sentence; a bunch of words which expresses an entire thought. For example, *the girl whom you have seen is one of the best Vietnamese pianists →whom you have seen: clause*

e. Patterns: the simple present tense, the simple past tense, present perfect tense, present continuous tense, present future tense, past continuous tense, future continuous tense of language (Lado, 1996: 221).

The efficacy of grammar is also to study the correct way to obtain expertise in a language both oral and written form. The students are meant to speak English which is grammatically true. However, the students often make some blunders

inputting "to be" and putting "verb" in the sentence. For instance, *I are sit in my class*. The sentence should be I am sitting in my class because it is present continuous tense. They are unsuitable to use to be and verb with adjective, not with verb. The other example is: you was my friend. The sentence should be "*you were my friend*". The students sometimes incorrectly take to be in the subject.

2. Vocabulary

Vocabulary refers to the words which are employed in language. Phrases, clauses, and sentences are built up by vocabulary. In short, vocabulary is incredibly important because without words we will not speak the least bit (Wilkins, 1983: 111). Vocabulary is split into two parts, close class, and open class. The close category is one to which new items are barely added. It implies that member is fixed and don't change. Close category/class consist of conjunction, pronoun, and preposition.

Besides that open class consist of noun, adjective, verb, and adverb. Words in the open category are usually further divided into simple and complex word. According to Harmer (2004: 153) the elements of English vocabulary are the morphemes that combine to make the majority of words in the English language. Here is the implementation of elements vocabulary in a text, such as:

1. Nouns

This part of speech commits to words that are applied to name person, things, animals, places, ideas, or events. Noun consists of a countable noun (e.g. book, pen, etc), uncountable noun (e.g. water, air, etc), common noun (e.g. car, tv series, etc), concrete noun (e.g. folder, sand, board, etc), abstract (e.g. happiness, grudge, bravery, etc). Especially, below the patterns of nouns:

- Rita has a *book* in her bag.

- My mother gave me a glass of *water*.

- *Happiness* is easy to get if we always think positively.

The italicized word in the sentences before is the nouns in the sentence.

2. Verb

This is the most crucial part of speech. It is right because, without a verb, a sentence cannot be a complete sentence. Verbs consist of the regular verb (e.g. describe, show, etc) and irregular verb (e.g. drink, come, etc). Especially, the samples of the verb are stated below:

- Tony *describes* how good he is at his English class today.

- My brother *drinks* a cup of coffee with his friends.

- I *love* my family.

The italicized word in the sentences above is the verbs in the sentence.

a. Adjective Verbs

This part of speech is utilized to represent a noun or pronoun. Adjectives can designate the quality, size, and the number of nouns or pronouns. In special, below are the examples of the adjective in sentences:

- A good teacher can teach students patiently.

- I have a big rabbit called Jon.

- Rita just bought an expensive book from her friend.

The italicized word in the sentences above is the adjective verbs in the sentence.

b. Adverbs

In identical case of adjectives, adverbs are likewise used to represent words, but the difference is that adverbs describe adjectives, verbs, or another adverb. The various types of adverbs are:

- Adverb of manner

This refers to how something happens or how an action is done, for illustration, Annie danced gracefully. The word "gracefully" describes how Annie danced.

- Adverb of time

This cases "when" something happens or "when" it is done, for illustration: She came yesterday. The italicized word tells when she "came".

- Adverb of place

This variety of adverb describes something about "where" something happens or "where" something is done. In reference of the statement up. Here is the example of adverb of place: Of course, I looked everywhere. The adverb "everywhere" describes where I "looked".

 - Adverb of degree

This adverb states the intensity of the degree to which a specific thing happens or is done, for example the child is very talented. The italicized adverb answers the question, "to what degree is the child talented?"

3. Pronunciation

Pronunciation is the door for students to present clearer language during they speak. It deals with the phonological process that determines how sounds alter and pattern in a language. Harmer (2001: 28-33) provides more issues related to pronunciation. He suggests:

a) Pitch (the quality that allows us to classify a sound as comparatively high or low)

b) Intonation (the rise and fall of the voice in speaking), individual sounds (single sound that is out from mouth)

c) Sounds (vibrations that travel into the air or another medium and can be caught by people)

d) Spelling (the writing of a word or words with the necessary letters and diacritics present in a comprehensible order, regularly with some degree of regularity)

e) Stress (the relative emphasis that may be given to some syllables in a word, or to certain words in a phrase or sentence).

3. Fluency

Fluency leads to the one who communicate quickly and easily (Oster, 1985: 210). It means that when a person getting a dialogue with a different person, the other person can give respond well without trouble. Fluency leads to the smoothness of flow which sounds, syllables, words, and phrases are bounded together when speaking. In the classroom, the students usually converse English

with pause, they often say "ums" or "a". They are not fluent to speak English in the classroom. Based on Thornbury (2005: 8) people can be told as fluent speakers if they fulfil the subsequent features:

a) Pauses may be long but not frequent

b) Pauses are customarily filled

c) Pauses happen at meaningful transition points

d) There are long sequences of syllables and word between pauses.

4. Comprehension

Comprehension indicates the ability to know the speaker's purpose (get what the speaker said) and general meaning (get the point what the speaker said) (Heaton, 1991: 35). It signifies that if a person can respond or express well and rightly, it proves that he comprehends or knows well. For illustration, the students are given a question by the teacher, such as "What do you know about the frog prince story?" they can argue the question precisely, such as "The frog who becomes a prince, Miss". It means that they grasp what the teacher said. They are accurate to speak and the audience can know what they said.

D. Teaching of Speaking Skill

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. In addition, Hayriye provides some suggestions for English teachers inteaching speaking. As we can see in the following:

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

3. Reduce teacher speaking time in class while increasing student speaking time.

4. Indicate positive signs when commenting on a student's response.

5. Ask eliciting questions such as "What do you mean? How did you reach tha conclusion?" in order to prompt students to speak more.

6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"

7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

10. Provide the vocabulary beforehand that students need in speaking activities.

11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

The activities which are given by teachers are aimed to attract students' motivation to involve in speaking class. Thus, the teacher should use a good method in the teaching and learning process of speaking.

E. Assessment of Speaking

Assessing speaking skill has a plus clearly, brown mentions that "speech is observable, recordable, and measurable." Furthermore to asses in speaking as a lecturer should understand the sort speaking of performance. Beside s there are several item types and task for assessing speaking. Brown (2017:351) shows a chapter on assessing speaking:

1. Imitative speaking

   • Minimal pair repetition

   • Word / phrase repetition

   • Sentence repetition

2. Intensive speaking task

   • Directed response (tell me goes home till him to come back to work out me

   • Read-aloud (for either pronunciation or fluency)

   • Oral sentence completion (yesterday, I ....,)

3. Responsive speaking test

  • Picture cued elicitation of response or description

  • Map-qued elicitation of direction (how do I purchase to the post office)

  • Question and answer –open-ended (how does one like this weather?)

To conduct an assessment in writing skill isn't easy enough. It supported by Brown (2017: 352) "The valuation of oral production performance can get quite complicated" so then there are some criteria:

- Fluency

- Pronunciation

- Accuracy

- Vocabulary

F. Media

Media are generally defined because how information is conveyed from one place to a different. Within the past century, various sorts of media are accustomed to convey instruction and to support learning. Samples of instructional media include traditional means of delivering instruction (chalkboards, textbooks, overhead projectors, and teachers), mass media used for education (newspapers, movies, radio, and television), and also the newer "electronic instructional media (computers, interactive video, and multimedia systems). All instruction requires the choice and use of a minimum of one medium to deliver instruction. Many various media and mixtures of media are also chosen for any given learning goal and a group of scholars. Thus, research questions have compared the training benefits of assorted media and mixes of

media for various varieties of learning goals and students at different ages can aptitude levels.

Media is a tool, a means, an intermediary, and a liaison to spread, bring or convey a message and an idea, to stimulate the thoughts, feelings, deeds, interests and attention of students in such a way that the learning process occurs in the students. In this research, the researcher used field note as the media. But actually there are many media that can be used in research. In the medium of learning, there are two elements contained, namely (a) the message or teaching material to be delivered or software, and (b) the viewer or hardware tool. According to Mahajan (2012:6-7), media are classified into seven categories such as:

1. Graphic Media: any types of printed media. Like books, pictures, photographs, maps, charts, posters, graphs, diagrams.

2. Display Media: a board wont to show information in an exceedingly small group, e.g. Chalkboard, bulletin board, flannel board, and pegboards.

3. Three Dimensional Media A the medium that includes a 3D shape. For example, models, objects, specimens, puppets.

4. Projected Media: a form of media that require a projector to indicate the messages as an example, slides, filmstrips, transparencies, films, videotapes, gramophones, records.

5. Audio Media. Media that just maybe heard. Like radio, audio cassettes, gramophones, records.

6. Video Media: this media may be a combination of audio and visual, e.g, TV, video cassettes, CD, computers.

7. Activity media which will act some activity. As an example, field trips, dramatization, demonstration, and role-playing

G. Retelling Story

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 during 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.

According to Koskinen (1988) retelling requires the reader to arrange text information to supply a private rendition of it. It's been found to significantly improve story comprehension, sense of story structure, and oral complexity. As a comprehension strategy. Retelling: 1) Encourages the reader to attend the meaning of the text. 2) Reinforces elements of story structure like characters, setting, and plot. 3) Requires readers to tell apart between key ideas and supporting details. 4) Encourages communication and oral language development.

Stoicovy (2004) also points out that supported several studies, retelling has a positive influence in acquisition because it promotes students' ability in

rearranging information from the text that they need read. Additionally, Brown & Cambourne (1987) mention that in the retelling process students apply and develop their language knowledge through the internalization of the texts' features.

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.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach

1. Research Approach

In this study, 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.

2. Type of Research

Type of this research is field qualitative method. It is a 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.

3. Research Subject

Subjects in a very study are required to induce the needed information. Lodico *et.al* (2006: 266) revealed "Depending on the categories of questions asked, the researcher will want to pick out the topics so that they will be able to provide the key information essential for the study". It means that in qualitative research, the researchers select their subject supported on the subjects' knowledge which is capable to answer the question.

In this research, the researcher chooses the subjects by applying selection. For selecting the proper subjects, the researcher has observed the subjects' daily in the class. From the observation, the subjects are five students from tenth-grade MIPA department who are good in their English achievement. The considerations that make the subjects chosen are: (1) These subjects include in big five students therein that class (based on their grade) ; (2) The subjects are good and more active within the class (based on the observation) ; (3) The researcher assumes that the students who have good achievement in English have good mastery in their vocabulary which may give valuable information in the research.

4. Research Design

In conducting research, we need research design. Research design refers to the strategy to integrate the various components of research projects in cohesive

and coherence way. Some experts have different opinion about what is mean by research design. In step with to Creswell (2009:3).research design is plans and therefore the procedures for research to detailed methods of data collection and analysis.

The function of a research design is to confirm that the evidence obtain enables us to answer the initial question as unambiguously as possible. During this research, the writer used qualitative approach because this study focuses on the analysis or interpretation of the written language or material in context. Materials can include textbooks, newspapers, magazines, papers, films, manuscripts, articles, etc. The material of this study focused on selected short stories retold by Miss Nasiha. Ary (2010:424) states that the qualitative inquirer deals with data that are within the type of words or pictures instead of numbers and statistics.

Sheman and Webb (1988) assume that qualitative research is worried with meaning as they seem to, or are achieved by persons in lived social situations. Meanwhile, Bogdan and Biklen (1982) state that qualitative research is descriptive which the data is collected within the kind of words or pictures rather instead of numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are wont to to present the findings of the study.

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.

5. Data Collection Method

In qualitative research, collecting the data mostly is done in participant observation, depth interview and documentation. Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review.

Method of data is that the techniques are employed by the researcher to gather data. The technique can be seen using through a questionnaire, interview, observation, etc. In this study, the writer used the method of interview. The researcher uses interview supported by documentation. Interviews are used to collect data from a small group of subjects on a broad range of topics. However,

during this study, the researcher obtained data documentation from the short stories retold by Miss Nasiha to do research.

The researcher read and underlined the important things from the short stories such as the information that may be used. Selecting the data that has been collected that support the problem that's being discussed. All of the information that the writer had collected were being selected and related data were utilized in the process of making analysis at the thesis:

1. Interview

The interview is an activity that involves interviewer and interviewee where the interviewer will give some questions or inquiries to be answered by the interviewee. Ary et.al (1985: 342) stated, "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and therefore the respondent". Thus, in this case, the interviewer needs to conduct collecting data by doing interaction or communication directly. But, it are often be conducted face to face or through via electronic.

For additional, Syamsuddin (2011: 95) stated that in qualitative research, interview activity has two functions. The first function is as the main strategy in collecting data like data within the sort of interview transcript, and the second function is an additional strategy for other techniques like participatory observation, document analysis and photography. Then, Creswell (2008: 226) also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

Based on the kinds of the interview above, the researcher uses one-on-one interview. Consistent with him, a one-on-one interview is that the data collection

process in which the researcher asks questions and records answers from only one participant within the study at a time. The researcher prepares eight inquiries to relate to vocabulary learning strategies by using English. To gather data from the interview, the researcher makes some procedures. Those are (1) preparing the concept of questions that want to be asked to subject and (2) the researcher transcripts the result of an interview.

2. Documentation

A valuable source of information or data in qualitative research is often documentation. Sugiyono (2008: 240) stated that documentation is written and picture by someone which will be accustomed to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of the documentation method is to create credible results of observation or interview. During this research, the documentation guide is subjects' grade transcript.

3. Research Instrument

Different methods are employed in qualitative research. The foremost common are interviews, focus group discussions, observational methods and document analysis. Combining two or more data collections methods, for example, interviews, in addition as focus groups, enhance the credibility of the study. No matter the information collection method applied, it is important to stay a diary during the study, with reflections on the process (e.g. regarding the method and participant selection) and also the role and influence of the researcher ('reflexivity').

Interviews are useful to explore experiences, views, opinions, or beliefs on specific matters. Accounts is explored and compared to others, to develop an understanding of the underlying structures of beliefs (See chapter 4 in Green & Thorogood, 2010). There are different grades of structuring the interview: structured, semi-structured or open/in-depth, obsessed on the characteristics of structuring the interview by the researcher. Often the researcher develops a subject list before the beginning of the interview, which may be employed in a flexible manner. As the interview is a product of an interaction between the researcher and the interviewee, the setting and skills of the researcher are of importance (e.g. the power to make a way of trust (developing rapport), the way of phrasing questions, give the interviewee room to tell a story, body language). Furthermore, it is important to think to give some thought to the kind of transcription of audiotapes.

Observational methods are accustomed to understand phenomena by studying people's accounts and actions in an everyday context. There are differing types of observations, with various degrees of research participation, like non-participating observation (e.g. by using video recordings), and participant observation or ethnography. Ethnography 'usually involves the researcher participating, overtly or covertly, in people's daily lives for an extended period of time, watching what happens, being attentive to whats said, and/or asking questions through informal and formal interviews, collecting documents and artefacts' (Hammersley & Atkinson, 2007: 3).

Document analysis is predicated on existing sources, like government reports, personal documents, and articles in newspapers, books or medical records.

4. Evaluation Criteria

Researchers have tried to look out an appropriate criterion for evaluating qualitative research. Developing criteria for evaluating qualitative research becomes important because qualitative research is not evaluated supported reliability, validity, and generalizability as in deep trouble quantitative research. The above point has already been emphasized within the previous section. Qualitative researchers differ in their views on the evaluation criteria for qualitative research (Seale, 1999). Researchers generally agree that research must be trustworthy and should demonstrate both rigor and relevance. Trustworthiness represents the validity of research as tired quantitative research. Rigor represents the strategy or method of arriving at the results and relevance represents whether the end-results are relevant or not.

Lincoln and Guba (1985) have proposed four criteria for the evaluation of qualitative research. These include internal validity, external validity, reliability, and objectivity. The above-mentioned four criteria were described by them as credibility, transferability, dependability, and conformability. Credibility refers to capability or reality in research findings. Lincoln and Guba (1985) focus to the extent findings is smart. Participants could also be given the interview transcripts and thus the research reports and will rather be asked to either agree or ail them. This check tries to create sure the credibility of the findings. Credibility can also be achieved by persistent observation and triangulation of data. Credibility helps

make sure the interior validity of the research findings. Credibility also can be built through prolonged engagement within the sector, persistent observation, and triangulation of information or knowledge.

5. Data Analysis

After collecting the data, the researcher analyzes the data. Wiersma (1991: 85) stated "Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is critical for the description and interpretation of the phenomenon under study". In short, data analysis systematically processes to research data which are collected.

To analyze the information, the researcher uses descriptive qualitative to investigate data. In line with Sugiyono (2008: 245), there are three activities to research or analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Supported on those statements, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, and conclusion drawing.

Data reduction means the method of choosing, identifying, classifying and coding the information or data that are considered important. In conducting research, the researcher will get much data. Hence, the researcher must select data which will give valuable information in research. Thus, at first, the researcher should do a discount to analyze the data. Supported the concept of data reduction, reducing the data in this researcher is chosen by identifying vocabulary learning

strategy used, the difficulties in learning vocabulary, and also the solutions that are wont to solve the difficulties only.

Data display means the method or process to simplify the data within the form of sentence, narrative, or table. Data display refers to point out data that are reduced within the form of patterns. It benefits to assist the researcher in understanding the data.In displaying data, the researcher describes data that has been reduced into sentence form. Sugiyono (2008: 249) stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranges the data in a very good sequence of the narrative text to be easier to grasp.

For the last processes are conclusion and verification. In qualitative research, the characteristic of the conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the subsequent collecting data. However, if the conclusion within the previous data can be evidenced by validity and consistency when the researcher goes back to the sphere, therefore the conclusion is credible. In this research, the researcher makes a conclusion from the data display.

In short, the steps in analyzing the data are: (1) the researcher collects the data through interview and documentation. Then, the researcher selects, identify, and focuses on the data by concerning the formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying the data, the conclusion is drawn. Moreover, to support the data, the interview is supported by documentation.

CHAPTER IV

RESEARCH FINDINGS

Based on the results of observation and interview with the subject of the study, the researcher presents the finding of the study. The data were also taken from the documentation. The subsequent researcher presents the findings of the study that is divided into several findings.

A. Research Data Description

1. The objective of teaching speaking by retelling story

The tenth grade of SMA Favorit NU Tegaldlimo are expected to have great competence in spoken language. The students are facilitated to be aware with environment and capable of facing the challenging language in the real word. The goal of this grade is to make students speak up directly and freely in all of situations. The teacher helps them to make a group of speaking and divides the class into two groups and each group has different schedule of speaking. The group A has class on Monday and the group B has class on Thursday.

2. The material of teaching speaking by retelling story

Material is that the facilities of teaching-learning process that such reasonably of media to achieve purposes. The material should see to the framework that is syllabus. In teaching speaking, the goal is to form students aware and practice English directly when and everywhere. The material should facilitate students to grasp the goal of teaching speaking and to precise ideas, feeling, and opinion using English. The researcher uses the text narrative which is still telling about the legend as the material used to retell.

3. The technique of teaching speaking by retelling story

 a. Technique of teaching speaking by retelling story

The data related to the teacher's ways of using the strategies in teaching speaking by retelling story were taken from conducting an interview with the subject and having observation. The presentation of findings, in this part, covers five kinds of teaching speaking strategies, they are listening to the story from the teacher while reading text, then translation, making a note, practicing to retell the story.

The teacher as the interviewed adopted communicative approach. And it chooses a certain technique in designing the lesson plan in one semester. The technique chosen is discussion. In this subchapter, the writer explains the implementation of retelling story in teaching speaking at the tenth grade of SMA Favorit NU Tegaldlimo. Teaching speaking by retelling story can be taught with the following procedure:

1. Teacher greets the students.

2. Teacher gives the questions or brainstorming to the students related to the topic they are going to learn.

3. Teacher gives a chance for students to share their ideas.

4. Teacher informs the student what they should do.

5. Teacher asks students to listen the story that is being told by the teacher.

6. Teacher tells the story to the students by narrative story.

7. Teacher asks some question related to the activities that they should do after listening to the story.

8. Teacher retells the story once again so that the students will be able to retell.

9. Teacher asks the students to retell the story that has been talk by the teacher.

10. Teacher asks some students to come in front of to retell the story that the students have listened from their friend.

11. Teacher gives comment and explains necessary things such as correction and how to do a monologue.

12. Teacher gives a chance to students to ask question about the material.

13. Teacher asks students about the lesson and the problem during the lesson.

14. Teacher closes the class by greeting.

b. The media for teaching speaking by retelling story

Media are used to help the teaching learning process in order to deliver material easily and interestingly. In this class the use of media is the use of paper sheet and video in delivering material. Based on the observation the media that are often used are paper sheet; it is used to make a clear explanation in launching the theme.

The presentation contains text of story that makes the students easy to catch the theme. Other medium is white board. This medium is used to note the new vocabulary that asked by students. The arrangement of class is one of medium to facilitate the students to have comfort discussion. The writer can draw conclusion that the media are paper sheet, laptop, white board, article and the

arrangement of class. All of media are useful in helping the students to understand the material given.

c. Teacher's role in teaching

The teacher in the classroom has some roles in guiding the classroom. The teacher observes the students' has to determine and plan the technique used. The needs of the students as a basis of the teacher to form her own lesson plan that associated with the syllabus. Supported the observation, there are several roles in teaching speaking such as a motivator, facilitator, model, organizer and observer.

1. Teacher as motivator

Motivation is a very strong factor for the educators to educate the people. If the motivation is powerful and strong, the rest of process will be easy and comfortable. Students affect from the different factors. They attracts by different things. If they find anything attractive and useful, they pay a proper attention but if they feel anything useless they get tired and bored. So a proper motivation moves them to grasp the lesson carefully and seriously. Motivation is the driving force which causes us to achieve goals. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans. Modern motivation theories deal with the relationship between beliefs, values, and action. However, learning motivation is an important part of learning. Teachers as a motivator plays role to provide stimulation and encouragement to increase students' interest and motivation.

2. Teacher as facilitator

A facilitator is the person who assists a group of people in grasping at their common targets and in achieving them without any intervention on his/her behalf. Therefore, when we say the teacher has to play the role of a facilitator in the classroom, this means that the teacher should not be the king who controls the activities of the learners. He /she should grant the learners some space to let the spirits of creativity and innovation. In other words, the learners must get involved into an active participation that would be represented in argumentative discussions and teamwork activities, so that the process of learning become comprehensive.

3. Teacher as model

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. Students learn through them, through their commitment to excellence and through their ability to make students realize their own personal growth. Much of what students learn from their greatest teachers is not detailed on a syllabus. Teachers who help the students grow as people are responsible for imparting some of life's most important lessons.

4. Teacher as organizer

Teaching is defined as the organization of learning. So the problem of successful teaching is to organize learning for authentic results. Teaching may be thought of as the establishment of a situation in which it is hoped and believed that effective learning will take place. Teaching requires the organization of learning. Thus it follows that an important role of the teacher is an organizer. The task of any organizer is to enable a group and the individuals in it to function effectively together for the achievement of a common purpose. This is the role of the teacher as organizer.

5. Teacher as observer

Observation is the first and most powerful step towards changing teaching practices. Daily observation reveals a wealth of information about students, their competencies and skills, and the work of the teacher. The teacher must observe: How children interact with other children; how long the child understands about the task given and the old child plays; Are children who have difficulty learning or associating with their peers so that teachers need to provide assistance; is there any child who is disturbing or distracted while playing.

6. Students role

In speaking, students have big roles because speaking is an active and energetic skill. It requires the activeness of the students to show and sharpen their ability in speaking English. Besides the teacher has many roles within the class, the students even have some roles, they are as follows:

a. Students as subject

Student and teacher are partner in teaching -learning process. The teacher can decide the role of the student by choosing the technique in teaching-learning process. Student as subject means the students because the doer of teaching-learning process. They are planning of their learning program and ultimately assume responsibility for what they do within the classroom especially in English class.

b. Students as negotiator

The students as a negotiator mean that they discuss what they learn with the other students and therefore the teacher. In discussion they become negotiator. They build their knowledge along with their friends in discussion time. About 15 minutes they do discussion and share what they thought and what they need to present. After they find difficulties in translate Indonesian language to English, the students will share and ask the teacher.

c. Students as monitor and evaluator

Directly or indirectly the students know their progress by seeing their understanding within the evaluation that is presentation. In Speaking, students can know their competence by measuring their activeness in an exceeding discussion. They can know their learning progress by seeing their or their friends activeness within the discussion. They can measure well or not in producing spoken directly when the response to their friend's opinion within the presentation. An interview with the students some students said that they feel petrified of and fewer confident once they want to speak. And

that they said that building sentences in English is difficult because they have need little vocabulary.

d. Students as tutor of other learners

Student as the tutor of other learners is sharing knowledge with others so as to urge a clear understanding of the material. During this class students always do discussion to gain their opinion within the theme. The researcher observed that some students feel frightened about getting a teacher. They feel lighter by asking their friends.

e. Students as participator

In this class, the student is as an energetic participator. They became the object of the teaching-learning process. The students participate in discussion, presentation and reflection. They provide their opinion freely and feedback to each other. During this observation, the students are center or subject and that they play their role within the frame that is made by the teacher. The teacher gives a discussion to facilitate the students' participation in delivering their opinion by discussion.

4. The Implementation of Teaching Speaking By Retelling Story

Observation is one of the data source or reference in composing this research finding. The researcher describes the whole activity in the class:

Observation 1
Tuesday Oktober 29th, 2019 X IPA Classroom

R   : Researcher

ET   : English Teacher

Ss   : Students

ET entered the classroom followed by R. ET told Ss that R would conduct an observation. R sat in the back corner of the room, observed the classroom and took a note. The classroom was clean and neat. There were some facilities such as a whiteboard and LCD projector. ET started the lesson by greeting Ss. Then she asked Ss what they had learned at the previous meeting. One student seemed active in answering the questions. Meanwhile the others kept silent or answered lazily. ET told Ss that they would perform expressions of anger and embarrassment. ET didn't use any media at all. Sometimes, ET used Indonesian. When ET was explaining the materials, some Ss sitting in the back rows were chatting with their friends. Some Ss were busy with their cell phones. Then ET asked the students to make and practice a dialogue related to the topic to be performed in front of the class. R listened to the Ss beside her. They memorized the dialogue seriously. Their pronunciation, fluency and accuracy were so bad for there were still many grammar errors, limited vocabulary, and intolerable local dialect.

Ss performed their dialogues in front of the class. They seemed trying to remember what they had memorized before. Sometimes they were silent, did not know what to speak as they suddenly skipped what they were going to say. Most of their pronunciation, fluency, and accuracy were bad for there were still many grammar errors, limited vocabulary, and intolerable local dialect.

ET did not directly correct the Ss' mistakes. She took a note about those mistakes and corrected at the end of the class. Nevertheless, not all Ss' mistakes were noted and corrected. ET made a game to end the class. ET asked Ss to perform individually in front of the class to describe something, while the other

students were asked to guess it. ET mentioned some names but they refused this challenge. Finally there were some students who were brave enough to describe something. Their vocabulary was so limited. Also, their pronunciation, fluency and accuracy were bad.

ET discussed the unknown words. However, most of Ss were lazy to consult the dictionary as they did not bring any dictionary and just waited the diligent students to find the meanings of the words. Moreover, some of them did not bring any dictionary. They relied on the diligent S to check the meaning in the dictionary.

ET asked Ss whether they had some questions. ET then asked students to introduce theirselves and told their experiences. When the teacher asked the students to perform in front of the class, they felt minded. The teacher then offered some students to perform. None of them were willing to perform first. Finally, the teacher called the students' names one by one.

Observation 2

Wednesday Oktober 30th, 2019 X IPA Classroom

R   : Researcher

ET   : English Teacher

Ss   : Students

The bell rang. Ss came into the class. R and some Ss were preparing paper story and LCD projector. ET entered the class and got herself at the back corner of the classroom R checked the Ss' attendance. R gave material on the paper and white board. On some of the paper, there were pictures. R asked Ss' opinions

related to those pictures. Ss randomly delivered their opinions. Their enthusiastic was pretty good.

R   :   "So, have you seen this picture guys?"

Ss   :   "Yeees."

R   :   "What is it about?"

Ss   :   "It is a story about apa ya namanya,?" (It is a story about, what's the name?)

R   :   "What's the name of the animal?"

Ss   :   "Danau… eh… fish.. ooooh danau toba miss"

R   :   "Correct, anyone of you ?" Ss: "Yeeess"

R   :   "Anyone of you could tell me about the story?"

Ss   :   "ikan yang berubah jadi manusia, Miss." (Fish that turn into humans, Miss)

R   :   "Do you still remember what the name of story about it?"

Ss   :   "Narrative, Miss"

Ss   :   "Eh folktale ding, Miss" (It is a fable, Miss)

R   :   "OK, we'll find out the answer after this, because we're going to learn about narrative text".

R started the lesson by giving some paper. After that, R and Ss started to discuss some things related to the topic on the paper. R reminded also about the definition, kinds, and the generic structure of narrative texts. Telling story activity by ET was held twice. In the second telling, R shared the text to Ss. Ss then mentioned the vocabulary that they did not know the meanings, while R listed them in the white board. R and Ss then discussed the meanings by opening the

dictionary. Most of Ss did not bring any dictionary.R displayed software of dictionary in the LCD Projector. The bell rang, class ended, R said goodbye.

Observation 3

Tuesday November 5, 2019 X IPA Classroom

The bell rang. R was ready with all the equipments. R greeted Ss and checked Ss' attendance. R reviewed the previous lesson about narrative texts. R shared the worksheets, Ss worked in pairs. R played the recording, Ss filled the tasks. R and Ss discussed Task 1's answers together. Most of Ss were enthusiastic.

R   : "Alright, who was jealous and why, anyone of you, please?"

Aulia   : "The crow Miss, because the cuckoo has beautiful voice."

R   : "Ok, any other answer please?"

Indah   : "The crow was jealous to the cuckoo because

when the cuckoo was singing, the passerby stayed under the tree, and when the crow was singing, the passerby left the tree."

R   : "Awesome, that's correct. Thank you Indah.

Any other opinions?"

Intan   : "The crow was jealous to the cuckoo because

he was insulted. "

R   : "Insulted to whom?"

Ss   : "Ya tadi Miss, sama kayak Indah, hehe" (Similar to Rini's answer)

R shared the sequences of pictures of The Jealous Crow story in the projector. Ss worked in groups which consisted of three students. Ss had 15 minutes to practice Task 2 (retelling The Jealous Crow story). All Ss performed group per group in

front of the class. The bell rang, R told Ss that they would had personal performance (retelling their favourite narrative text) at the next meeting. Ss complaint but when they heard that they could use pictures, they felt more interested.

R : "Ok time is up, on the next meeting I want you to retell your favorite narrative story, could you pass this challenge?"

Ss : "Aaaaa… boleh pakai tulisan ya Miss?" (Are we allowed to use such a writing?)

R : "Of course, no, the only aid is just pictures. You can use pictures to help you in retelling."

Rini : "Boleh gambar sendiri Miss?"

(May we use our own drawing?)

R : "Yes, you may. You can also search in the internet. A lot of pictures there. Can't wait to see you, guys."

Ss : "Ok Miss. "

R : "Well, goodbye and see you."

Ss : "See you".

Observation 4

Wednesday November 6, 2019 X IPA Classroom

The bell rang. R and ET entered the class together. Ss were busy with their own preparation in retelling activity. R greeted Ss and checked the Ss' attendance. Some of Ss said that they were not ready to perform. R motivated Ss.

Ss : "Belum siap, Miss." (Not ready yet, Miss)

R : "Be sure that you can do it. Don't be nervous, ok."

Ss   :   "Nervous, Miss."

R   :   "Oh, come on, I love this class, you can do it,ok?"

R offered who would perform first. None of the students raised up their hands. R finally called Ss' name. R reoffered again who would perform next, some of the Ss raised up their hands. All of students performed in front of the class. R said that she was satisfied and hoped Ss would be better at next time.

The bell rang, R said goodbye.

B. The summary of implementation using retelling story in teaching speaking

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). With this average value show up that the use of retelling story in SMA Favourite NU is very good.

C. General findings

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).

CHAPTER V

DISCUSSION OF FINDING

This chapter presents discussions of the important activities in teaching speaking by using retelling story.

A. Discussion of The Important Activities In Teaching speaking By retelling story

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.

1. Specifying the objective

There were specific the objective related to implementing narrative story telling in this research, as follows.

a. To give references of the model to the teacher in teaching-learning related to narrative text.

b. To help students to create an idea and variation vocabularies in retelling narrative story.

c. To make students be more interesting and fun in retelling story.

2. Presenting Narrative story

Narrative story is a story that presents a piece of information with complication or problematic events and it tries to find the resolutions to solve the problems. The story downloaded from internet, there were some reasons why the researcher presented the narrative story as the material of story, such as:

a. In narrative text, because it certainly shaped a story, the setting shows the students where and when this narrative story happened. Students can understand

the difference between one place and another. Students should also be able to distinguish the place and time between stories one and other stories.

b. A story is sure to have the main cast, whether it be the protagonist or antagonist character. Students can recognize their individual characters. Students should be able to distinguish which characters are inappropriate, and which are exemplary characters. If students are not able to distinguish these two characters, then the narrative text taught by the teacher is not yet fully beneficial.

c. Narrative text can help people exactly be able to control the situation he is experiencing. Because there are usually stories in the narrative text related to the story they are experiencing. In addition, narrative text can also make students can think more logically in controlling their time. The beginning of the story, the middle story, and the end of the story should be considered by students in further life.

3. The student's group and exploring ideas

In this teaching and learning, the teacher divided the student's group and command them to explore an idea which they took from the text before they present to retelling story based on the narrative story.

4. Applying the narrative story

The implementation of narrative story is done in three meetings. There are several activities in implementing the narrative story, the teacher reads narrative story after students get an explanation of narrative text material. Furthermore, students pay attention and analyze information and make notes on the text. And then, once completed, the teacher gave the students an opportunity to give an opinion on the

story. Subsequently, several students who had been divided into 2 groups were progressing one by one to retell using their own diction.

B. The Result of the Students Learning

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 (see table …). It means that the use of retelling story is very good for teaching speaking in SMA Favorit NU Tegaldlimo.

C. The Student's Response

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.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions on the grounds of study results and discussions. The conclusion deal with the result of description of the teacher' on teaching speaking by retelling story, the teaching-learning procedure, media applied on teaching learning, the teacher's problem. Meantime, the suggestion directed to the teachers, the school and the future researchers and those who are acted in researching the teaching speaking to follow up the research finding of the study.

A. Conclusion

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

B. Suggestion

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 deportment further researcher of the some aspects of the study teaching speaking comprehension by using retelling narrative story technique.

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Appendix 1
Interview Transcript

Interview 1

Principal's office

Monday, 28 October 2019

P   : Principal

E   : English Teacher

R   : Researcher

R   : "Assalamualaikum selamat pagi pak, mohon maaf mengganggu waktu bapak sebentar."

P   : "Waalaikumsalam silahkan mbak. Ada yang bisa saya bantu?"

R   : "jadi begini pak, saya nurul hasanah dari IAIDA Blokagung. Kedatangan saya disini bermaksud untuk meminta izin penelitian disini pak."

P   : "oh begitu, apa ada surat izin dari kampus mbak?"

R   : "maaf pak belum ada. Saya belum tau kalau ada surat pengantarnya pak."

P   : "iya mbak, harus ada surat dari kampus dulu. Tapi tidak apa-apa, menyusul saja. Tapi nanti harus ada ya mbak. Kalau begitu, kapan mbak penelitiannya? Monggo saja kalau mbak mau meneliti disini.

R   : "terima kasih pak, untuk tanggal tepatnya, nanti saya akan saya diskusikan dengan guru yang bersangkutan setelah ini. Sekali lagi terimakasih."

P   : "baik kalau begitu. Semoga lancar dan sukses ya mbak"

Interview 2

Teacher's office

Monday, 28 October 2019

ET   : English Teacher

R   : Researcher

R   : "Assalamualaikum… mohon maaf ibu mengganggu waktu anda sebentar, bagaimana kabar ibu?"

ET   :"Waalaikumsalam… Alhamdulillah baik. Gimana sudah mau dimulai penelitiannya?"

R   "Iya bu, saya mohon bantuannya ya. Ibu disini mengajar pada hari apa saja dan kelas mana yang sekiranya bisa saya teliti, bu?

ET   :"kalau dari saya mengusulkan kelas X saja mbak karena kemampuan siswa dikelas X ini masih belum maksimal karena pemula, jadi perlu treatment. Kalau saya mengajar hari selasa dan rabu."

R   :"oh jadi begitu ya bu, apa saya boleh minta absensi siswa nya bu? Berarti besok saya sudah boleh observasi nggih bu?"

ET   :"Iya mbak boleh. Absebsi nanti silahkan minta di TU.

R   :"Baik bu, terimakasih banyak"

Interview 3

X IPA Class room

Tuesday, 29 October 2019

R   : Researcher

V   : Vivi

R   : "vivi, boleh ngobrol sebentar?

V   : "monggo, mbak, boleh"

R   : "menurut kamu, proses pembelajaran yang selama ini diajarkan oleh gurumu itu bagaimana? Terutama saat speaking?

V   : "kalau menurutku biasa sih mbak. Kadang enak kadang enggak tergantung materinya pas apa. Tapi kalau speaking aku kesulitan sih, hehe. Ya disuruh percakapan aja gitu.

R   : "kalau penggunaan medianya gimana dek? Maksudnya apa ibu guru memutarkan LCD proyektor atau apa gitu?"

V   : "ya sesekali aja mbak. Cuman ya tetep susah gitu ngomongnya."

R   : "menurut vivi, apa sih yang susah saat disuruh speaking performance?"

V   : "ya kurang lancar gitu mbak ngomongnya. Kita disuruh buat dialog, terus dihafalin. Nah pas didepan gitu hapalannya jadi ilang-ilangan mbak. Hehe"

R   : "jadi vivi an temen-temen ngafalin dulu ya?"

V : "iya mbak, makanya kalau disuruh ngomong inggris yang panjang gitu mikirnya lama, karna ya susah dihapalinnya."

R : "makasih ya"

Interview 4

Teacher's office

Tuesday, 29 Oktober 2019

R : Researcher

ET : English Teacher

R : "ibu, boleh saya mengobrol sebentar dengan Anda?

ET : "Iya silahkan, mbak."

R : "ibu saya ingin bertanya, tadi saya dikelas melihat dikantor ada fasilitas LCD proyektor, apakah ibu sering menggunakan fasilitas tersebut, misalnya untuk menampilkan atau presentasi dengan power point?"

ET : "kalau saya kadang pakai tapi tidak sering mbak. Biasanya manual saja. Langsung lewat buku karena menggunakan power point membutuhkan waktu untuk membuat materi terlebih dulu. Kadang nggak sempat mau bikin"

R : "Oh iya bu, anak-anak performance dalam kelas bagaimana?"

ET : "biasanya kalau speaking saya suruh buat dialog sederhana, lalu mereka maju berpasangan atau kelompok. Kalau tentang speaking, anak-anak masih rendah kualitasnya. Tapi disegi menjawab soal, mereka lumayan bisa."

R : "apakah ibu pernah memberikan materi cerita cerita naratif untuk telling story, bu?

ET : "untuk sekarang belum ya. Karena saya pikir dalam dialog saja anak-anak masih belum terlalu lancar. Apalagi untuk telling story."

R : "baik bu. Saya undur diri dulu. Terimakasih atas waktunya."

Interview 5

Tuesday, 5 November 2019

X IPA Classroom

R **: Researcher**

F **: Farid**

S **: Sufi**

R : "how was the discussion by using the narrative story for retelling story, farid?

F : "menarik sih mbak. Ceritanya bagus dan nggak ngebosenin karena kita disuruh menceritakan kembali dengan bahasa inggris yg kita bisa sendiri dulu."

R : "how is the overall learning today, Sufi?"

S : "I feel happy dan nggak ngantuk mbak, hehe. Karena biasanya jkita disuruh bikin percakapan aja. Sekarang bu guru ngasih kita cerita, tapi bu guru dulu yang cerita. Terus kita disuruh cerita juga tapi pakai bahasa sendiri." (English language)

Interview 6

Wednesday, 6 November 2019

R **: Researcher**

ET **: English teacher**

R : "apakah ibu melihat adanya permasalahan dalam pembelajaran selama ini, bu?"

ET : "iya pasti ada mbak. Semisal waktu saya mmemberikan teks cerita pada siswa. Mereka ada yang memahami, ada yang tidak. Ada yang tidak membaca keseluruhan cerita, hanya membaca awal dan akhir saja. Hahahaha!"

R : "oh… hehehe. Apa ada lagi bu?"

ET : "apa ya mbak. Mungkin anak-anak yang duduknya dibelakang itu kadang ngobrol sendiri, tidak memperhatikan topic yang sedang dibahas.

Interview 7

Tuesday, 12 November 2019

Teacher's office

R : **Researcher**

ET : **English Teacher**

R : "bu, mohon maaf saya mengganggu waktu ibu sebentar untuk wawancara. Tidak apa-apa?"

ET : "iya silahkan, monggo saya siap menjawab"

R : "bagaimana pendapat ibu mengenai penggunaan narrative story untuk retelling story kemarin?"

ET : "Alhamdulillah lumayan menarik perhatian anak-anak mbak. Kan biasanya saya yang menyuruh mereka untuk membuat sendiri. Ini saya yang menyediakan ceritanya, saya memakai powerpoint dan proyektor."

R : "dalam cerita naratif ini, apakah anak-anak merasa kesulitan untuk menceritakan ulang?"

ET : "sebenarnya anak-anak sudah mulai terpancing dengan materi ini. Hanya saja vocabulary mereka masih minim dan sangat sederhana."

R : "ok mom, what do you think about the students' performance?"

ET : "in my opinion, the using narrative story to retelling story was helping students. They are more interesting and enjoy when they were performing in front of class. They had inspiration about what to speak, and the sequences were easy to remember."

R : "ok mom, thank you."

Interview 8

Tuesday, 12 November 2019

X IPA Classroom

R : **Researcher**

U : **Umi**

S : **Siska**

Ri : **Risma**

R : "hai dek gimana kabarnya hari ini?"

U, S, Ri : "Alhamdulillah mbak, baik baik."

R   : "mau tanya tanya boleh ya?"

U   : "Silahkan mbak"

R   : "selama ini kan kalian belajarnya pakai powerpoint, menurut kalian gimana?"

S   : "bagus mbak, jadi selain dijelasin sama ibu guru, kita juga bisa lihat di layar juga. Jadi nggak bosen dan nggak ngantuk."

R   : "terus menurut kalian, dengan cerita yang dibawakan ibu guru, kalian tertarik nggak dengan cerita tersebut?"

Ri   : "kalo aku sih tertarik mbak daripada disuruh bikin dialog sendiri. Ini kan ibu guru dulu yang cerita, jadi kita tau dan sedikit-sedikit paham, cara ceritanya gimana. Nada kalimatnya gimana. Asiklah pokoknya!"

R   : "sounds good! Then, did the retelling story help you in speaking, umi?"

U   : "yes. Its help me. Hehehe"

R   : "can you describe it?"

U   : "mmm I mean kita jadi nggak bingung mbak karena ibu guru cerita dulu dan kita suruh diskusi dulu dalam kelompok. Jadi enak gitu, sebelum maju udah tau alurnya gimana. Kan sama ibu guru disuruh menandai alurnya dulu."

R   : "ok thank you all"

Interview 9

Wednesday, 13 November 2019

X IPA Classroom

R   : Researcher

T   : Taufik

A   : Angga

R   : "halo Angga, taufik, mau tanya tanya bentar boleh ya?"

T&A   : "iya mbak"

R   : "oke for Angga, do you like retelling story?"

A   : "yes mbak. I like it."

R   : "kira-kira ada manfaatnya ga, retelling story buat kamu?"

A : "iya ada mbak. Pertama, jadi nggak ngantuk mbak. Gimana mau ngantuk kalo disuruh ngomong kan ya. Kedua, aku jadi agak bisa ngomong bahasa inggris lebih banyak dari biasanya dari retelling story ini.

R : "how was the vocabulary discussion today, taufik. Did you find any difficulties to understand the meaning?"

T : "untuk memahami kata per kata sudah nambah mbak. Kan bu guru bacain duluan perkalimat lalu mengartikan, jadi saya bisa paham dari situ.

Interview 10

Tuesday, 19 November 2019

Teachers' office

R   : Researcher

ET   : English Teacher

R : "Ibu, saya ingin bertanya. Apakah ada masukan untuk pembelajan hari ini, bu?"

ET : "kalau untuk retelling narrative story selama ini baik. Anak-anak jadi lebih semangat karena kelas menjadi aktif. Anak-anak tidak hanya menghafal vocab seperti biasa namun juga mengutarakan opini pribadi asalkan sejalur dengan cerita yang saya paparkan."

R : "kalau menurut ibu untuk performance anak-anak hari ini bagaimana bu, secara keseluruhan?"

ET : "performance anak-anak meningkat mbak. Mereka tidak hanya mau maju kedepan kelas tapi juga mau speaking dengan menggunakan kalimat yang mereka susun sendiri. Pronunciation juga perlahan meningkat. Walau tidak terlslu signifikan, nggak masalah."

R : "baik bu, terima kasih"

Interview 11

Wednesday, 20 November 2019

X IPA Classroom

R   : Researcher

D   : Dwi Ariyanti

R   : "dwi, aku ingin bertnya, boleh ya?"

D   : "Iya mbak , monggo"

R   : "what do you think about your performance?"

D   : "agak grogi gimana gitu sih mbak, cuman ya lumayan lah speakingnya kalau suruh pakai bahasa sendiri daripada ngafalin semuanya. Apalagi ibu guru kan juga ngajarin kita grammar dan pronunciationnya. Jadi bisa fasih gitu. Hehe"

Appendix 2
Lesson Plans and Materials

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah   : SMA

Favorit NU Tegaldlimo

Mata Pelajaran   :

Bahasa Inggris

Kelas/Semester   : X / 2

Alokasi Waktu   : 270 menit (3x pertemuan)

Standar Kompetensi : Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative* dalam konteks kehidupan sehari-hari

Kompetensi Dasar   : Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*

Indikator   :

Setelah mengikuti pelajaran kali ini, siswa dapat :

1. Menyebutkan dengan benar *social function, generic structure, and types of narrative texts.*

2. Menyebutkan dengan benar tipe kalimat yang digunakan dalam *narrative texts.*

3. Mengungkapkan secara berkelompok teks *narrative* secara lisan dan berurutan.

4. Mengungkapkan secara mandiri teks *narrative* secara lisan dan berurutan.

A. Tujuan Pembelajaran

Siswa dapat menceritakan dongeng, fabel, legenda, cerita fiksi, dan semacamnya.

B. Materi Pembelajaran (terlampir)

   1. Social function of a narrative text.

   2. Generic structure of a narrative text.

   3. Types of narrative texts.

   4. Language function

C. Metode Pembelajaran

- Text Based Method (Building Knowledge of Field (BKOF), Modelling Of Text (MOT), Joint Construction of Text (JCOT), Independent Construction of Text (ICOT)

- Kayi Method (*picture narrating, picture describing, and find the difference*)

D. Langkah- langkah Kegiatan Pembelajaran

   1. OPENING (20 minutes)

- Guru mengucapkan greeting pada siswa.
- Guru memperkenalkan diri pada murid.
- Guru menunjuk salah satu siswa untuk memimpin berdoa.
- Guru menanyakan siapa yang tidak masuk kelas pada hari tersebut dan mengapa.
- Guru memanggil nama siswa satu per satu agar lebih saling mengenal.

   2. MAIN ACTIVITIES (65 minutes)

❖ **BKOF**

- Guru menayangkan gambar-gambar cerita-cerita fiksi, fabel, novel, dsb pada Picture 1.
- Guru bertanya apakah siswa menyukai cerita-cerita yang ada dalam Picture 1.
- Siswa mengemukakan pendapat semampu mereka mengenai dimana saja mereka dapat menemui cerita-cerita tersebut.
- Siswa mengemukakan pendapat semampu mereka mengenai manfaat cerita-cerita tersebut.

- Siswa mengemukakan pendapat semampu mereka mengenai
  jenis teks cerita- cerita tersebut.
- Guru menjelaskan bahwa pada hari itu siswa akan mempelajari
  tentang *narrative texts.*

❖ **MOT**

- Guru menjelaskan "social function and the generic structure" teks
  narrative.
- Guru dan siswa mendiskusikan "kinds of narrative texts"

- Guru bertanya apakah siswa pernah *jelaous* pada seseorang,
  teman atau pacar misalnya.
- Guru menjelaskan bahwa mereka akan mendengarkan sebuah cerita
  narrative
  tentang seekor burung yang sedang cemburu.
- Siswa mendengarkan "Recording 1" berjudul "The
  Jealous Crow", guru menayangkan gambar.
- Siswa mengemukakan pendapat mengenai cerita yang baru saja
  mereka dengar semampu mereka.
- Guru menayangkan teks "The Jealous Crow"
- Guru dan siswa mendiskusikan vocabulary yang tidak mereka ketahui
  maknanya.
- Guru menyebutkan vocabulary tersebut dengan pronunciation
  yang semestinya, siswa menirukan.
- Guru dan siswa mendiskusikan "types of sentence" yang digunakan
  dalam teks
  narrative tersebut.
- Siswa secara berurutan membaca teks "The Jelaous Crow",
  guru mengoreksi pronunciation, fluency dan accuracy nya.

❖ **JCOT**

- Siswa membentuk kelompok yang terdiri dari 3-4 anak.
- Siswa secara berkelompok mengerjakan "Task 1", guru
  kembali memutar "Recording 1"
- Siswa secara acak menjawab pertanyaan-pertanyaan pada "Task 1"
- Siswa secara berkelompok menceritakan kembali isi dari teks

*narrative "*The Jealous Crow" (Task 2) dengan bantuan gambar.

❖ **ICOT**

- Siswa mencari teks narrative dan menceritakannya di depan kelas dengan bantuan gambar (Task 3)

3. CLOSING (5 minutes)

- Guru menanyakan perasaan siswa setelah mengikuti pelajaran tersebut.
- Guru mengucapkan "goodbye and I'll see you later"

D. Media

1. Material on paper.
2. *Sequences of pictures (sebagian).*
3. *A worksheet*

E. Evaluation speaking rubric

Z	FLUENCY (1-10)	ACCURACY (1-10)	GRAMMAR (1-10)	VOCABULARY (1-10)

Tegaldlimo, Mei 2019

Mengetahui,

Kepala Sekolah   Guru Mata Pelajaran

Nasihatul Ummah

_____

NIP.   NIM.
07202242017

Task 1

Make a group of three or four

**Listen to the teacher telling about The Jealous Crow.
Meanwhile, read this text carefully to make you more
understand about the text.**

The Jealous Crow

Far, far away there was a grove of shady mango trees. On one of
the green trees, there lived a cuckoo and a crow. Both the birds were
black. Only the crow was a little bigger. The cuckoo would lay all her eggs
in the crow's nest. For quite sometimes, they lived as good friends. The
cuckoo had a sweet voice and often she would fill the grove with her sweet
melody.

One night, a traveler passed by. The traveler was tired. So he
decided to spend the night under the huge mango tree on which the crow
and the cuckoo lived.

The night was pleasant. The cuckoo felt supremely happy. She
kept singing the whole night long and the passerby was simply captivated
by cuckoo's sweet song.

Night passed. The day dawned. It was now the crow's turn to caw.
His voice was so harsh to the ears that the traveler soon left the place.
When the crow saw the traveler leave the place, he felt jealous of the
cuckoo. When the cuckoo had gone away in search of food the crow went
to the nest in desperation and breaking all the eggs, he threw them down.

The cuckoo, finding all her eggs smashed, was mad. She went to the crow and said, "Oh brother, we had always lived like friends. What made you break all my eggs?"

"Well sister, as you sang, the unknown traveler stayed the whole night. When I started cawing, he left the place. I felt insulted and broke all your eggs. Now let us both go the traveler and ask him why he did so."

So both the birds flew and flew till they found the traveler. When the crow asked him, he replied, "I was carried away by the cuckoo's beautiful voice but your voice was intolerably harsh. So, I left the place. But both of you have been old friends, so you should always live in harmony. You should not feel jealous of your friend. "

These words of the passerby pacified both cuckoo and the crow. After that day, they lived peacefully.

Answers these questions and tell them in front of the class

1. Who were the characters in "The Jealous Crow" story?
2. Where did the story take place?
3. Who was jealous and why?
4. What advice can you take from the story above?

Answer these questions and tell them to your friends in front of the class.

1. What is the social function of narrative texts?

2. Decide the generic structure of "The Jealous Crow".
3. Mention types of narrative texts that you know.
4. What kinds of sentences used in narrative texts. Show the proof
on "The Jealous Crow" text.

Vocabulary Corner
Find the meaning and how to

Grove	Caw
Lay	Harsh
Huge	Jealous
Pleasant	Nest
Captivat	Insult
Dawn	Pacify

Task 2

Time to speak ! Make groups of three and retell "The Jealous Crow" story. Use the pictures given by your teacher to help you in retelling the story.

Task 3

Find your favorite narrative text and retell it in front of the class.

You can use pictures if you need it to help you in retelling story.

Appendix 3
Course Grid

Standard of Competence	Basic Competence	Learning Objectives	Indicators	Materials	Instruments	Teaching Stages	References
Presenting the meanings of short functional texts and essays orally in the forms of spoof, narrative, and hortatory expositions in the daily contexts	Presenting the meanings of essays accurately and fluently in the daily contexts in the form of narrative texts.	Students can retell fairy-tales, fables, fictions, and so on.	1. Students can mention the social function, generic structure and types of narrative texts. 2. Students can mention and practice the correct tenses used in narrative texts. 3. Students can retell narrative stories in	1. The definition of narrative texts. 2. The social function of narrative texts. 3. The generic structure of narrative texts. 4. The kinds of narrative texts.	1. A narrative text entitled *The Jealous Crow*. 2. Slides of narrative texts material in Power Point program 3. A recording of narrative text entitled *The Jealous Crow*. 4.Worksheets consisted of : a. Comprehension questions about the modelling text.	**1. Opening** a. Teacher greets students. b. Teacher checks attendance list. **2. Main activities** ❖ **BKOF** a. Teacher displays pictures of fictions, fables, fairy-tales, etc in the viewer. b. Students give opinions about the advantages, where they can find the pictures and the terms of those stories in English lesson. c. Teacher explains that they're going to learn about narrative texts.	1. Developing English Competencies for Senior High School by Achmad Doddy, Achmad Sugeng and Effendi (2008) 2. Cambridge Advanced Learner's Dictionary Third Edition (2008)

			groups. 4. Students can retell narrative stories individually.	5. The tenses used in narrative texts. 6. The modelling Text 7. Pictures of some narrative texts.	b.Comprehension questions about narrative texts. c. List of vocabulary contained in the modelling text. d. Practice retelling activity of the modelling text in groups. e. Practice retelling activity	❖ **MOT** a. Teacher explains the kinds, social functions, and the generic structure of narrative texts in the viewer. b. Teacher tells that students will listen to a narrative story entitled *The Jealous Crow* c. Teacher plays the recording. d. Students express their opinions related to the recording. e. Teacher displays the modelling text.	

					of a narrative text individually. 5. Sequences pictures of modelling text	f. Teacher and students discuss vocabulary and drilling. g. Teacher explains the tenses used in narrative texts. ❖ **JCOT** a. Students do Task 1 (comprehension questions about modelling text and narrative texts, finding the meanings and pronunciations of some words) b. Teacher shared the pictures. c. Students do Task 2 (retelling the modelling text in group by using sequences of pictures) ❖ **ICOT** a. Students prepare Task 3 (retelling your favourite narrative texts by using pictures) at home and perform it at the next meeting.	

Appendix 4

Speaking Rubrics

Speaking Rubrics by Dick, Gall and Brog (2003:571)

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker very fluently in communication to perform the expected competency.	The speaker never Makes Pronunciation mistakes in performing the Expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences)	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker almost never makes pronunciation mistakes in performing the Expected competency; intonation and stress are appropriate; a	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.

		few sounds are ambiguous but can be understood.	impede meaning.	
8	The speaker speaks quite fluently although there are hesitations which are not quite natural hesitations.	The speaker rarely Makes pronunciation mistakes in performing the Expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like complex sentences), in performing the expected competency so that they rather impede meaning.	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.

| 7 | The speaker speaks quite fluently although there are often hesitations which are not quite natural. | The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood | The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure (like complex sentences), so that they rather impede meaning. | The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate words. |

6	The speaker speaks does not quite fluently; sometimes he / she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs to explain ideas to get the appropriate words.
5	The speaker does not speak quite fluently; speaks slowly and hesitantly; those problems disrupt the performance.	The speaker makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary.

4	The speaker does not speak quite fluently; like	The speaker almost always makes pronunciation	The speaker makes very often grammatical mistakes	The speaker uses limited vocabulary variations and uses
	repeating and searching for words so that he/ she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.	mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.	in basic grammatical structure (like phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing the expected competency.	many inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain idea.

| 3 | The speaker speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency. | The speaker always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress. | The speaker almost always makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences); cannot use complex structure well, the mistakes disrupt communication in performing the expected competency. | The speaker uses limited vocabulary variations to perform the expected competency so that communication is rather difficult to understand, he/ she often asks the teacher to express the ideas. |

2	The speaker speaks very slowly and often discontinuously (like speaking per word with simple patterns).even suddenly stops.	The speaker always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.	The speaker always makes grammatical mistakes in most of the basic grammatical structure (like phrases, simple and compound sentences) and there is no effort to use complex structure well; the mistakes strongly disrupt communication in performing the expected competency.	The speaker uses very limited vocabulary variations to perform the expected competency so that communication is difficult to understand, he/ she often has to ask the teacher to express the ideas.
1	The speaker communicates very difficulty;	The speaker cannot pronounce well at	The speaker has no mastery of grammar to perform the expected	The speaker has no vocabulary mastery to perform the expected
	he/she speaks very slowly and always discontinuously even stops.	All	competency so that the grammatical structures are entirely incorrect.	competency so that communication is unclear and very difficult to understand, he/ she always asks the teacher to be able to express the ideas.

Appendix 5

Photograph

Facing the principal to ask for the research permit in office

The situation of the class

The students are doing the discussion

Students one by one come forward to retelling story

Appendix 6

Students' Scores

Students' Scores

NUM	NAME	Result of test
1	A. TAUFIK HIDAYAT	80
2	ANGGA SAPUTRA	78
3	ARI IRSYAD NURIL ANVAL	80
4	AULIA LAILATUS SYAFIAH	83
5	DWI RIWAYANTI	83
6	FIRMANSYAH ADAM FIRDAUS	83
7	INDAH PERTIWI	80
8	INTAN PERMATA SARI	78
9	JESY IKA PERTIWI	80
10	KARIMATUN NABILA	83
11	KHUSNUL KHOWIMAH	85
12	MOH. ABDUL ROZAQ	80
13	MOH. FARID	85
14	RISMA SUHARIYANTI	83
15	SHIFAN FIRDANA HAKHIM	80
16	SISKA MADINATUL MUNAWAROH	78
17	SUFI ILA ZAWA	80
18	SESYL	80
19	UMI HALIMATUS SHOLIKHAH	80
	TOTAL	1539
	AVERAGE	81
	THE HIGHEST STUDENT SCORE	85
	THE LOWEST STUDENT SCORE	78

Appendix
General
Description

The General Description of SMA Favorit NU

The History of SMA Favorit NU

SMA Favorit NU Tegaldlimo is located on the street of Kh. Rofi'i No 15 Kendalrejo, Tegaldlimo, Banyuwangi Regency, East Java established in 2007. Early in the establishment of this school because MA Hasyim Asyari School did not experience significant progress. A few months later held meeting together with teachers of MA Hasyim A'syari and high school teachers of NU Tegaldlimo who led by Mr Arifin Sulam as the chairman of Pondok Al Fadl Foundation.

SMA Favorit NU Tegaldlimo was passed, after the discharge of decree (SK) of licensing for operations in 2007. With land area 1800m^2 SK number of school founding 421.3/2331/429.102/2007. At first, the school founded by Al-Fadl Foundation is MA Hayim Asy'ari. In the last years before the establishment of SMAFA NU, MA school Hayim Asyari has decreased the number of pupils from time to time. With various considerations, established SMAFA NU and closed the

school MA Hasyim Asyari. But for some reason, MA Hasyim Asy'ari did not so shut down and the two same schools walked together in one foundation.

Situation of SMA Favorit NU

SMA Favorit NU Tegaldlimo is one of the secondary schools in Banyuwangi, East Java province. The National Primary School Number (NPSN) for NU TEGALDLIMO's FAVORITE HIGH School is 20554820. The school provides various educational facilities for its children. There are several teachers with the best quality competent in their field. Supporting learning activities such as extracurricular (exclusivity), student organization, Learning Community, sports team, and library, so that students can learn to the fullest. The learning process is made as comfortable as possible for students and students.

The school organization is a union that is under school management which aims to help create an effective condition of school activities. School management relates to the smooth functioning of the school thoroughly. While the school organization is about the organization of resources, events, and school personnel.

There are many school organizations that exist in SMA favorit NU Tegaldlimo, one of which is OSIS. An organization is the only legitimate container of student organizations in the school. Therefore, every school must form an Intra-school student Organisation (OSIS), which does not have organisational relations with OSIS in other schools and does not become part/tool of other organizations outside the school. The second is the Scout organization, this organization is a non-formal organization that organizes scouting education in

Indonesia. The word "Scout" stands for Praja Muda Karana, which has the meaning of the young soul who loves to work.

The organization structure

The organizational structure of SMA Favorit NU Tegaldlimo is essentially referring to the DECREE of Ministry of Religious Affairs and SK principal of NU Tegaldlimo favorite HIGH School. To learn more about the structure of its organization:

SMA Favorit NU Organization Structure		
1	H. TAKIYUDIN NAZAH	Headmaster
2	ZAINAL EFENDI, S.Pd	Committee
3	MASRUROTUL HANI'AH	Business Governance
4	ABD. RAHMAN, S.Pd	Deputy Student
5	HANIF SETYAWAN, S.Pd	Facility Representative
6	LAILIN NAFI'AH, SE	Public Relation Representative
7	MASKUROTUL H, S.Pd	Religious Teacher
8	HANIF SETYAWAN, S.Pd	Sport Teacher
9	NASIHATUL UMMAH, S.Pd	English Teacher
10	IRHAM MAULANA, S.Pd	Local Content Teacher
11	MOH. SUHADI	Art Teacher
12	KHOIRUL ANAM, S.Pd	Teacher Counseling Guidance
13	H. MAHMUD, S.Pd	Representative Curriculum
14	IRHAM MAULANA, S.Pd	Homeroom X A
15	Dra. UMI KULSUM	Homeroom X B

16	KHOIRUL ANAM, S.Pd	Homeroom XI A
17	IKA FITRI HANDAYANI	Homeroom XI B
18	NASIHATUL UMMAH, S.Pd	Homeroom XII A
19	DIAH WIJAYANTI, S.Pd	Homeroom XII B

The Profile of Teacher

No	NAME	DATE OF BIRTH	M/F	LAST DIPLOMA	JOB TITLE	ADDRESS
1.	H. Takiyudin Nazah, M.Si	BWI, 04-07-1964	M	S1	Headmaster	Tegaldlimo
2.	Hanif Setiawan S.Pd	BWI, 31-01-1985	M	S1	Vice chairman	Kalipait
3	Ika Fitri Handayani, S.Pd	BWI, 08-05-1989	F	S1	Teacher	Kedung Wungu
4.	Lailin Nafiah, S.E	BWI, 24-08-1982	F	S1	Teacher	Kedung Wungu
5.	Lukman Hakim, S. Kom	BWI, 08-09-1980	M	S1	Teacher	Kendalrejo
6.	Nasihatur Umamah, S. Pd	BWI, 25-09-1987	F	S1	Vice chairman	Kedungwungu
7.	Siskawati, S.Pd	BWI, 05-01-1983	F	S1	Vice chairman	Tegaldlimo
8.	Sutarminingsih, S.Pd	BWI, 04-09-1984	F	S1	Teacher	Tegaldlimo
9.	Titin Suwartini, S.Pd	BWI, 11-04-1987	F	S1	Teacher	Kendalrjo
10.	Drs. Umi Kulsum	BWI, 15-03-1969	F	S1	Teacher	Kedung Wungu
11	Nur Rohmat, S.Pd	-	M	-	Teacher	-
12	Abd. Rahman, S.Pd	BWI, 10-02-1965	M	S1	Teacher	Kedungwungu
13	Imam Nashudi	BWI, 02-02-1990	M	SMA	Admisnistrator	Kedung Wungu
14	Maskurotul Hanifah	BWI, 27-08-1981	F	SMA	Administrator	Kendalrejo
15	Diah Wijayanti, S.Pd	-	F	-	Teacher	-
16.	Moh. Suhadi	-	M	-	Teacher	-
17.	Irham Maulana	-	M	-	Teacher	-
18.	Khoirul Anam, S.Pd	-	M	-	-	-
19.	Kaka Dwi Setiawan	-	M	-	-	-

The Profile of Students

N	NO INDUK	NAME OF STUDENTS
1		A. TAUFIK HIDAYAT
2		ANGGA SAPUTRA
3		ARI IRSYAD NURIL ANVAL
4		AULIA LAILATUS SYAFIAH

5		DWI RIWAYANTI
6		FIRMANSYAH ADAM FIRDAUS
7		INDAH PERTIWI
8		INTAN PERMATA SARI
9		JESY IKA PERTIWI
10		KARIMATUN NABILA
11		KHUSNUL KHOWIMAH
12		MOH. ABDUL ROZAQ
13		MOH. FARID
14		RISMA SUHARIYANTI
15		SHIFAN FIRDANA HAKHIM
16		SISKA MADINATUL MUNAWAROH
17		SUFI ILA ZAWA
18		UMI HALIMATUS SHOLIKHAH
19		VIVI AMALIA

Annotation: male 7; female 13

Plagiarism Checker X Originality Report

Similarity Found: 19%

CHAPTER I INTRODUCTION This chapter presents such as, the background of the study, research problem, scope of the study, the goal of the study, the benefits of the study, the previous study and the framework. Background of study Everyone uses language to communicate with the others, they need to chat, to share, to express their mind each other.

According to Wibowo and Walija (1996:4) language is the most complete and effective communication to convey ideas, according to that statement English is considered a communication of facility to express humans' thoughts. In short, Language has an important role in human daily life. Furthermore it is supported by Syamsudin (1986:2), he mentions that there are two senses of language first, First, language is a tool used to form thoughts and feelings, desires and deeds, tools used to influence and be influenced. Secondly, language is a clear sign of good or bad personality, a clear sign of humanity.

In conclusion, From the definition above, it can be concluded that language is a tool to form and influence the mind by communicating that conveys messages or opinions to others. Besides, the English language in one language in which the existance is considered as an important language. Besides as an international language, it has many function for everyone.

Moreover, All people can use English as their way to go around the world The English language is considered as a compulsory subject in school. English teaching-learning is conducted because it can develop students' competences in communication of foreign language, in short, English subject has a purpose to make students have communication competency, especially in foreign languages. There some skills in English, such as

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Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:
Kepala SMA Favorit NU
Tegalsari Kidul, Purwoasri, Tegaldlimo, Banyuwangi

Di - Tempat

Assalamu'alaikum Wr. Wb.

      Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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      Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

"A Study of Teaching Speaking by Retelling Story at The Tenth Grade of SMA Favorit NU Tegaldlimo Banyuwangi in The Academic Year 2019/2020"

      Atas perkenan dan kerjasamanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 11 Juli 2020
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
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HP	: 081237699170
Dosen Pembimbing	: Ridwan, M.Pd

Telah melaksanakan penelitian disekolah kami dalam rangka penulisan skripsi dengan judul *"A Study of Teaching by Retelling Story at The Tenth Grade of SMA Favorit NU Tegaldlimo Banyuwangi in The Academic Year 2019/2020"*.

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Tegaldlimo, 22 Juli 2020
Kepala Sekolah

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PERIODE	**20192**

No	Periode	Hari/Tgl Pertemuan	Catatan Pertemuan/Konsultasi PA	Keterangan
1	20192	20 April 2020	Chapter 1 . Problem & evidencern Some previous thesisrn The similarity & differencesrn Thesis questionrn Chapter 2 need more related literaturesrn Chapter 3 should understand what's rn qualitative?rn Need to explain the point rn Chapter 4. Description of reaserch datarn Implementation rn Findingsrn Doc.picture, list rnChapter 5. DiscussionrnChapter 6. How 's the step of retelling done in SMA vafourite NUrn rn	April 20,2020 chapter 1rnApril 25, 2020 chapter 2rnApril 30, 2020 chapter 3rnJune 14, 2020 chapter 4rnJuly 1 , 2020. Chapter 5rnJuly 20, 2020 . Chapter 6