A STUDY OF STUDENTS SPEAKING ABILITY THROUGH RETELLING STORY OF THE FIRST YEAR STUDENTS AT SMAN 1 RAMBAH ACADEMIC YEAR 2020/2021

A THESIS

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ABSTRACT

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Speaking ability in this era of being necessary to be mastered in order to help people to communicate with all people around the world. Further, retelling story being one of technique to improve or to only check the speaking ability of the students. The main purpose of this research was to find out speaking ability level of SMAN 1 Rambah students through retelling story technique.

The design of this research was qualitative research. The research was conducted at SMAN 1 Rambah and the subject of this research was the first year students, X IPA & X IPS class. The number of participants is 20 students. The qualitative data were gained by conducting a test of speaking ability by using a recount text as the test script. By seeing the fact that all the students still learning from home because of *covid19 pandemic*, the researcher the test was held by online learning.

Based on the result of this research, there are variations in students speaking ability level. There are 5% students got excellent score in test, and 75% students got fair to good score. Further, only 20% of students got low score in the test and this result showed that majority of the student could reach the standard that set by the teacher in speaking ability, specifically in retelling story method. By seeing the data above, it can be concluded that retelling story is one of method that can be used to develop and checked the quality of students' speaking ability. Retelling story method can improve the creativity of the student, because in the process of it they need to think how to retell the story without decreasing the idea of the story itself. Even so, to maximize their speaking ability, it being a necessary for student to improve all of the aspects in speaking, in this case, pronunciation, grammatical, fluency, vocabulary, and comprehension.

Keywords: *Speaking Ability, Retelling Story, Recount Text.*

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Pekanbaru, July 2021
The Researcher,

Welmi Meliza

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

One of the important parts in learning English is speaking. Speaking is a unit for someone to express some ideas, opinions or arguments, and also speaking is the way for communication with each other and makes clear the topic about. As we know that speaking skill is very important in learning English. Because speaking can develop their social interactions through communication that they do in their daily life and also can make person having good relationship with each other.

To get the good speaking skill, the speaker should do continuous practice, having good vocabulary mastery and getting experiences in speaking. Its way will develop their speaking ability skill. To improve speaking skill, there are so many ways that can use for improve students' speaking skills such as using retelling story. On stated by Miller and Pennycuff (2008) said that retelling story has a power to improve students speaking skill. It can provide the students to analyze the story, create a new language, and help students to begin understanding events, pots, character as they build vocabulary and comprehension skill.

Retelling story technique helps the teachers to identify the level of students' speaking ability from what they listen or read. In addition, its technique is a common way that many people use as part of their communication. Moreover, stories provide various topic for learners to begin a conversation with others. They stated that retelling story is one of technique that can be used by the teacher

in teaching speaking. Therefore, its technique can help the teacher find the solution in teaching.

Based on the researcher's experience in Teacher Training Practice (PPL) at SMAN 1 Rambah Rokan Hulu, lack of the students to express their idea in learning process especially in speaking performance. Hence, the researcher found that they did not have experiences for speaking in oral situation. It means that retelling story technique can help students to retell what they read or listen about story and its technique can make students speak or communicate automatically.

Based on the explanation above, the researcher is interested in doing a research entitled is "A STUDY OF STUDENTS SPEAKING ABILITY THROUGH RETELLING STORY OF THE FIRST YEAR STUDENTS AT SMAN 1 RAMBAH".

1.2 Identification of the Problem

Retelling story is one of technique that usually can be used by the teacher in teaching and learning process especially for speaking ability. Its technique can help students to remember the story that they had read and retell it with the correct chronological automatically. While, based on observation, the researcher found that many of first year students of SMAN 1 Rambah did not have experiences for speaking in oral situation. Besides, most of students feel bored with the method that usually used by the teacher, because in those method student oftenly only accept the knowledge that delivered by their teacher. Further, the interest of student about English speaking become low. So that, by applying this technique the researcher hopes that the students being more

proactive in the learning of English speaking. It is related to the method itself that push them to be creative in retelling the information. Furthermore, the researcher hopes that this method can solve first year students' SMAN 1 Rambah problem in speaking ability.

1.3 Focus of the Problem

Based on the explanation above, retelling story technique can help students in speaking ability. Therefore, the researcher only focuses to analyze students speaking through retelling story.

1.4 Research Question

Based on the background of the problem above, the researcher formulates the research question as follow "How is the students' speaking ability through retelling story technique at SMAN 1 Rambah?"

1.5 Objective of the Research

In relation to the research problems formulated above, the objectives of the research are as follow "To know speaking ability level of SMAN 1 Rambah students through retelling story technique."

1.6 Significance of the Research

The researcher hopes that the result of this researcher will give some contributions to teaching and learning process in speaking ability, as follows:

a. For the students: students can express their idea and they can speak or communicate automatically with other.

b. For the researcher: researcher is able to know the problem faced by the students in speaking through retelling story technique.

c. For the English teacher: teacher to be more attention in students' oral performance.

1.7 Definition of The Key Terms

This sub chapter explains about some keywords that need further explanation in order to prevent misunderstanding between the researcher reader. They are:

1. Retelling Story

Retelling story refers to an activity of retell the information that already heard or read orally without decreasing the sense of the story itself.

2. Speaking Ability

Speaking ability refers to the ability of students in delivering the information orally without misunderstanding to the listener. Specifically retelling the information of the story in others creative form.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

This chapter consist by several theories related to the topic of the research. In this research the relevance theories consist by theories about speaking, speaking skill and retelling story.

2.1.1 Nature of Speaking

Speaking is the way for someone to delivered their idea or opinion about some topic in discussion. Speaking skill in communication is very important to make clear the some discussion between students and teachers in education, so the teacher should make the students active in speaking, therefore the lesson can be absorbed by students well. In addition, teacher may be uncertain whether they are good listeners themselves and may, hesitate to teach this skill. Tarigan (1990) explained that speaking is a language skill that is developed and learned since children age. According to Haris (1974) speaking is encoding process whereby, we communicate our ideas, though, and feeling through, one or other form of language. By speak we can deliver spoken message to someone. Speaking situation involves someone who put a message with words and sounds or speaker that has content and listener.

In addition, Rivers (1978) also says through speaking someone can express her or his idea, emotions and reactions to other or situation and influence another person. Meanwhile, someone can share and express what they want to

share from other and response to another speaker, with speak the other listener can understand the message from the speaker. According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbol, in a variety of contexts orally.

Based on the statements above, the researcher conclude that speaking is an activity to deliver information or message orally to the listener. This skill has been learned since children age even since babies, started from simple words that bring message or request to the parents and by the development of age and knowledge the way we speak also improve based on our mother tongue. Further, by seeing the fact that English being one of most important language in Indonesia and being learned since kindergarten, it being necessary to improve the language skills in English. Because back again, when we speak to other it means we are going to tell some idea or think to listener, so it should be meaningful, clear and easy to comprehend so people can understand what do you means when you going to talk.

2.1.2 The Characteristic of Speaking Strategies

However, today world requires that the goal of teaching speaking should improve students' communicative skills. Because speaking is the way for them to improve their social and cultural rules appropriate in each communicative circumstance. Goh and Burns (2012) recommend a seven-stage cycle of activities in speaking lesson:

a) Focus learner's attention on speaking: Students think about a speaking activity, what it involves and what they can anticipate in

speaking activities.

b) Provide input and/or guide planning : this may involve pre-teaching vocabulary, expressions or discourse features and planning for an activity they will carry out in the class (ex: presentation or a transaction)

c) Conduct speaking task: students practice a communicative speaking task with a focus on fluency.

d) Focus on language/skill/strategies: Students examine their performance or look at other performance or look at other performance of the task, as well as transcripts of how the task can be carried out, and review different features of the task.

e) Repeat speaking task: The activity is performed a second time.

f) Direct learners' reflection on learning: Students review and reflect on what they have learned and difficulties they encountered.

g) Facilitate feedback on learning : Teacher provides feedback on their performance after do the practice

2.1.3 Types of Speaking Strategies

There are some types of speaking according to Brown (2004) stated as with all effective tests. Designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those the types of speaking that be several types of speaking skills performance:

a) Imitative

At one end of a continuum of type of speaking performance is the

ability to simply parrot back (imitate) a word or phrase or possibly a sentence while this is purely phonetic level of oral production.

b) Intensive

Second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm and juncture).

c) Responsive

Responsive assessments task includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and a small talk simple request and comments and the like.

d) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language

e) Interpersonal (dialogue)

Interpersonal communication is the process by which people exchange information, feeling and meaning through verbal and nonverbal massages it is face to face communication.

f) Extensive

Extensive communication is normal some sort of monolog. Examples include speech, story-telling, etc. this involves a great deal of preparation and is not typically improvisational communication. It is one thing to survive having a conversation with someone in a second language.

2.1.4 The Components of Speaking

According to Haris (1974), there are six components of speaking, pronunciation, grammar, vocabulary, fluency, comprehension.

a. Pronunciation

Pronunciation is the way for students to produce clear language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they limited vocabulary and grammar. Based on Kline (2001), pronunciation refers to the traditional or customary utterance of word. From that statement can be concluded that pronunciation is the way for students to produce the utterance word clearly when they are speaking. According to Gilbert (2008), English pronunciation does not amount to mastery of a list of sound or isolated words. Instead, it amounts to leaning and practicing the specifically English way of making a speaker thought easy to follow.

By the explanation above we know the pronunciation is a sound that makes by speakers when he or she talk and produce sound,

pronunciation include many aspects that includes articulation, rhythm, intonation and more peripherally even gesture, body language and eye contact during the speaking activity.

According to Harmer (2002) provided pitch, intonation, minimal pairs, spelling. Rhythm, and stress, as issues related to pronunciation, speaking skills need good pronunciation to say, so the listener become understand what is speaker said.

Moreover, pronunciation include all aspects of speech which makes for an easily intelligibly flow of speech, including, rhythm, intonation and phrasing, and more peripherally even gestures, body language and the eye contact, not everyone has good skills in speaking, therefore speaking needs to practiced, one of the ways is through retelling story technique.

b. Grammar

Grammar is needed for the students to arrange correct sentence in conversation both in written and oral forms. According to Purpura (2004), grammar is defined as a systematic way of accounting for and predicting an ideal speaker or listener knowledge of the language. Harmer (2002) explained that grammar of a language is the description of the ways in which words can change their forms and can be combined into sentence in that language. Moreover, Nelson (2001) stated that grammar is the study of how words combine to form sentence. Thus, from statement above can be conclude that

grammar is rule for combine the word to make a correct sentence in lessons especially in language learning. Grammar can make the word be meaningful and the listener understands about what speaker say. Huddleston (1989) classified grammar into two categories, descriptive grammar which aims to present the grammar that underlies the actual usage of speakers of the language, while perspective grammar aims to tell its readers what grammatical rules, they should follow the difference is one of goals. In this state above we become know that grammar is very important thing in learn English, grammar is one of component that should you master if you learn English actually.

c. Vocabulary

Vocabulary is essential for successful second use because without an extensive vocabulary, we will be unable to use the structure and functions we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Melanlioglu (2020) said that, vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will easier to express our ideas, feeling and thoughts both in oral or written form. in spoken language the vocabulary tends to be familiar and every single day. In addition, Richards and Schmidt explained that, vocabulary is a set of lexemes including single w o r d s ,

compound words and idioms.

d. Fluency

Fluency is as the ability to speak communicatively, fluency and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students speak fluently and with ease.

e. Comprehension

According to Cohen (2010), Comprehension is the ability to fully understand the sentence or word that produce by the speaker when do the conversation, even when produces are complicated and risks. Therefore, in speaking can be concluded that the comprehension refers to the speakers understanding about what are they saying to the listeners in order to avoid misunderstanding information; in addition, its function is to catch the information from the speakers. It's means that, if someone learn about language, we should have the ability in comprehension to make our audience understand what the meaning that you say in front of listeners, and make clear what is the information that speakers delivered to the audience.

2.2 Teaching Speaking

2.2.1 Definition of Teaching Speaking

According to Nunan (2002), teaching speaking is to teach English as Second Language (ESL) or English Foreign Language (EFL) to the students, to produce English speech sounds and sounds patterns, and use words and sentence

stress, intonation patterns and rhythm of the second language. teaching speaking also directs the students to select appropriate words and sentence according to the proper social setting audience, situation, and subject matter, to organize their thoughts in a meaningful and logical sequence to use language quickly and confidently with unnatural pauses.

2.2.2 Technique of Teaching Speaking

The discussion covers common techniques that have been using in teaching speaking and teaching cycle in developing students' speaking skills.

a. Common techniques for teaching speaking

According to Balley (2005), there are some approaches that have been used over years to teach a second and foreign language. those approaches are also used to teach speaking. Below are brief explanations of the approaches:

   a) Grammar Translation Method

   b) Audio Language Method

   c) Communicative Language Method

b. Teaching cycle for developing students' speaking.

In order to help the teacher in conducting the activities in class, these are seven stages of the instructional cycle and the developmental objective of each stage:

   a) Focus students' attention on speaking: This stage can be done by proving students with a self-regulated performance and overall development.

b) Provide input or guide planning: This stage can help students acquire appropriate vocabulary and accurate language form relevant to speaking needs, and understand social and linguistic conventions of speech for a particular context.

c) Conduct speaking task: By conducting this stage, students are able to learn a range of core speaking skills and develop fluency in the expression of meaning.

d) Focus on language discourse skills or strategies: This stage helps students acquire appropriate vocabulary and accurate language form relevant to speaking need.

e) Repeat speaking task: This stage helps students employ appropriate oral communication strategies.

f) Direct students' reflection on learning: This stage helps students consolidate their new knowledge about language, skills, and strategy use.

g) Facilitate feedback on students: This stage helps the students develop metacognitive awareness about foreign language speaking.

2.3 Retelling Story

2.3.1 Definition of Retelling Story

Based on Morrow explanation in Praneetponkrang and Phaiboonnugulkij (2014), retelling story is an activity that makes students who have heard the story

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should tell what they remember about the story orally or though dramatization, drawing or writing. In similar explanation, Marzuki, Prayogo and Wahyudi (2016) explained that retelling is an activity that done by the students to retell the story obtained from reading, watching or listening. Further, according to Miller and Pennycuff (2008), retelling story is a process of re-memorizing the story from receptive process, reading or listening, and retelling story is one of ways to improve speaking skill by re-produce the information or the story orally. Retelling requires learners to think more conceptually so they have to look at the bigger picture rather than answering specific questions about the text. Retelling also help learners internalize information and concepts, such as vocabulary and story structure.

Retelling gives learners plenty of opportunities to develop their fluency. Students' who still make mistakes or may not find the words that they need will learn from the mistakes then try to avoid it in advance. Retelling challenges the students to do what they can with what they have. Therefore, retelling a story is one way to talk in speaking class, especially with their limited English vocabularies. It gives them opportunities to construct sentences from the story they have read. It also gives them a better understanding form the main idea.

2.3.2 Procedure of Retelling Story

According to Marzuki, Prayogo and Wahyudi (2016) retelling story technique can be performed through the following procedure:

a. The teacher asks the students to read or listen the story that provided by the teacher.

b. The teacher divides the students in to several groups and discussing the story.

c. The teacher asks the students to tell what they read or listen from the story to their group partner.

d. The teacher asks each student retells the story in front of class.

2.3.3 A Good Way to Retelling Story

There are some ways to tell the story as well as possible:

a. Have an interesting story to tell

b. Memorize the basic story

c. Use appropriate gesture to emphasize the story

d. Use appropriate facial expressions

e. Allow your voice to be expressive

2.3.4 Advantages of Retelling Story Technique in Speaking

Back to the fact that the goals in English learning, specifically speaking, is to improve students' communicative skill so they can express themselves or they idea by using English appropriately based on its social and cultural contexts. Retelling story is one of technique that can help students to practice and improve their English language directly, and make the students habit with the language. Further, Marzuki, Prayogo and Wahyudi (2016) already explain about the advantages of retelling story technique in speaking:

a. The students could enjoy to join the learning activity by reading, watching, and listening.

b. The students could practice their speaking in real life situation.

c. The students could organize the ideas based on the story that they read, watched, or listened.

d. The students could be easy to develop their ideas because they know what to speak based on the story that they read, watched, or listened.

2.4 Scoring of Speaking

Scoring of speaking is needed to measure students' performances in speaking activities. It is also used to see the students' improvement after digital story telling is implemented. This part describes the importance of scoring of speaking and explains what kinds of scoring that is used in this research.

This research uses the combination of rating scale from Haris (1974) and Brown (2004) to assess students' speaking performance in pre-test and post-test. The rubric considers five aspects which should be scored: pronunciation, grammar, vocabulary, fluency, and comprehension. Those five categories are shown in Table 2.1.4.

Table 2.4.1 Composition of Students' Speaking Rubric

Aspect	Score	Explanation
Pronunciation	4	Always intelligible, though one is conscious of definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead misunderstanding
	2	Very hard to understand because of the pronunciation problems. Most frequently is asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible.

Grammar	4	Occasionally makes grammatical and or word order errors which do not, however, obscure meaning.	
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.	
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and or restrict to him to basic patterns.	
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.	
Vocabulary	4	Sometime uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies	
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	
	2	Misuse of word and very limited vocabulary make comprehension quite difficult	
	1	Vocabulary limitations so extreme as to make conversation virtual impossible	
Fluency	4	Speed of speech seems to be slightly affected by language problems.	
	3	Speed and fluency rather strongly affected by language problems	
	2	Usually hesitant; often forced into silence by language limitations	
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.	
Comprehension	4	Understand nearly everything at normal speed, although occasional repetition may be necessary	
	3	Understand most of what is said at slower than	

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		normal speed with repetition
	2	Has great difficulties following what is said
	1	Cannot be said to understand even simple conversational English.

2.5 Recount Text

Recount is kind of text that tell events that happen in the past, Emilia (2011) said that recount can be written in the form of biography, autobiography, newspaper articles about the events, history, letter, journal, or story. A recount is the retelling of past experiences. Due to many kinds of English text besides recount, it is needed to know the characteristic of each text by paying attention to generic structure.

Pardiyono (2007) said that recount can also be simply defined as a text giving information about activities that happened in the past, in order word, it is used to retell events. It means that recount text can provide information to the reader about what's has happened in the past.

However, generic structures are the parts building the text. Each part has its own function. In other words, generic structures are the elements existing in the text. The generic structures of recount text are:

a. Orientation: this part intended to introduce or to bring in the topic, who, where, and when the story happened.

b. Record of events: the elements is to tell the story or events in detail and chronologically.

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c. Re-orientation: this in the last part of recount text, which is intended to sum up or to give conclusion of the story.

2.6 Relevance Studies

There are some previous researches that has similat topic or idea with this research;

The first research was conducted by Noor Rachmawaty and Istanti Hermagustiana entitled "*Does Retelling Technique Improve Speaking imfluency*". This research found the aim of the study is to find out the effect of retelling on the students' speaking fluency and to know the strategies used by those students while retelling story.
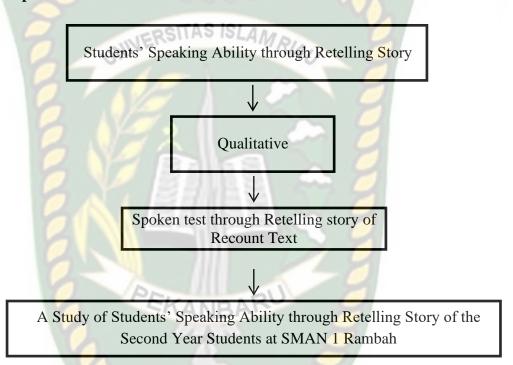
The other research was conducted by Malinee Phaiboonnugulkij (2014) entitled "*The Use of Retelling Stories Technique in Developing English Speaking Ability of Grade 9 Students*". This research found the aims to advocate retelling stories technique for developing speaking ability of grade 9 in Thailand. This technique is integrated in the lesson plans. The preliminary study is expected to provide an example of useful techniques in improving speaking ability.

The Third research was conducted by Darwissyah Irwan D (2016) entitled "*The Effect of Retelling Story Towards Students' Speaking Ability*". This research found by using retelling story can improve students' speaking ability. They got esier in expressing their ideas because they were reading or watching the story first. They could retell scene by scene of the stories so that they could conveyed the stories and the messege that they should convey were delivered to the audience.

The last research was conducted by Rebecca T. Isbell (2002) entitled

"*Telling and Retelling Stories, Learning Language and Literacy*". This research was found the children are active participants in building language and literacy skills. They learn as they participate in meaningful experiences and interact with children and adults, constructing language during the process.

2.7 Conceptual Framework

Conceptual framework above shows how to achieve the researcher objectives and answers the research questions. The researcher was used spoken test and interview as instrument of the research and use qualitative to process the data.

2.8 Assumption of The Research

In this research, the students have studied about retelling story by their English teacher. It is assumed that they can retell what they read or listen about story and it can make students speak or communicate automatically.

CHAPTER III

RESEARCH METHODOLGY

3.1 Research Design

The design of this research used a qualitative research method to analyze the data. It is to describe the students' speaking ability which is taken from students' spoken test through retelling story. The researcher chooses the Second Years students' at SMAN 1 RAMBAH as the participant to get the data.

3.2 Source of Data

Based on the types of the data, Sarwono (2006) identified there are two kind data sources in qualitative research:

a. Primary Data

Primary data are the test score of the students at SMAN 1 Rambah, they are used as sample in this study to give the data and information.

a) Sample: second-grade students in SMAN 1 Rambah

b) Population: All of the second-grade students in SMAN 1 Rambah

b. Secondary Data

Journal and books that related to the research.

3.2.1 Location And Time of The Research

This research conducted at SMAN 1 Rambah from February to March 2021.

3.2.2 Participant

The participants of the research are the first-grade students of SMAN 1 Rambah in academic year of 2020 / 2021. The amount of participants is about 20 in class X IPA/IPS.

3.3 Research Instrument

Regarding the instrument for this research, the researcher used voice recorder to analyze students' speaking ability through retelling story. The researcher got students' voice recorder from the English teacher at SMAN 1 Rambah. Before that, the researcher gave them a script of recount text to be read and comprehend. The script that used by the researcher still based on the syllabus that already arrange by their teacher.

3.4 Data Collection Technique

In collecting the data. The researcher used extensive category of retelling scoring rubric to asses students' speaking ability that correlated to the research. When conducting this research, the researcher assessed students' speaking ability through Retelling story. The researcher got the students' video from the English teacher in SMAN 1 Rambah.

3.5 Data Analysis Technique

Based on the scoring rubric in the second chapter, each of students got their score based on component of speaking skill form Haris (1969) and Brown (2004). To get the objective score, the researcher got the score from the teacher. Teacher has done do gave the score for students in front of the class. Then researcher analyzed data follows:

$$x = \frac{y1+y2}{2}$$

x = Speaking Ability Score

y1 = Speaking Ability Score (Rater 1)

y2 = Speaking Ability Score (Rater 1)

      After Getting the score of each student, the researcher calculated the mean of the mean score by using Sudijono (2014) formula:

$$Mx = \frac{\sum X}{N}$$

Mx   = Mean

$\sum X$ = Total of score

N   = Total of student.

After that, the researcher identifies the student's level of ability by table. The score is reflected into following range:

Table 3.5.1 The Range of Speaking Score

Score	Level of Ability
3.6 - 4	Excellent
2.6 – 3.5	Good
2.1 – 2.5	Fair
< 2	Very Bad

      To get the percentage of which students that passed the criteria of enough or appropriate level of speaking ability, the researcher used Sudijono (2014) formula:

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$$P = \frac{F}{N} \times 100\%$$

P   = The class percentage

F   = Total percentage score

N   = Number of students

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Program Studi   : Pendidikan Bahasa Inggris

Untuk meminta izin melakukan penelitian dengan judul **"A Study Of Students Speaking Ability Through Retelling Story Of The First Year Students at SMAN 1 Rambah.".**

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan rekomendasi izin kepada mahasiswa yang bersangkutan.

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SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR : 380 /FKIP-UIR/Kpts/2021

Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP UNIVERSITAS ISLAM RIAU

Menimbang : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.

2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.
4. Surat Keputusan Menteri Pendidikan Nasional :
    a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.
    b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.
    c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
    d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.
    e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi.
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016.

MEMUTUSKAN

Menetapkan : 1. Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

No.	Nama	Pangkat/Golongan	Pembimbing
1.	Johari Afrizal, S.Pd., M.Ed.	Lektor - Penata/ III/c	Pembimbing Utama

Nama Mahasiswa	Welmi Meliza
NPM	166310474
Program Study	Pendidikan Bahasa Inggris
Judul Skripsi	A Study Of Students Speaking Ability Through Retelling Story Of The First Year Students at SMAN 1 Rambah..

2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku diUniversitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Kutipan : Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru
Tanggal : 19 Maret 2021
Dekan,

Dr. Hj. Sri Amnah, S.Pd.,M.Si
NIP. 1970 10071998 032002
NIDN. 007107005
Sertifikasi : 13110100601134

Tembusan disampaikan kepada :
1. Yth.Rektor UIR Pekanbaru
2. Yth.Kepala Biro Keuangan UIR Pekanbaru
3. Yth.Ketua Program Study **Pendidikan Bahasa Inggris** FKIP UIR Pekanbaru
4. Pertinggal..

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI
Nomor : 503/DPMPTSP/NON IZIN-RISET/39987
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN **SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor : 887/E-UIR/27-FKIP/2020 Tanggal 19 Maret 2020**, dengan ini memberikan rekomendasi kepada:

1.	Nama	:	**WELMI MELIZA**
2.	NIM / KTP	:	166310474
3.	Program Studi	:	BAHASA INGGRIS
4.	Jenjang	:	S1
5.	Alamat	:	PEKANBARU
6.	Judul Penelitian	:	**A STUDY OF STUDENTS SPEAKING ABILITY THROUGH RETELLING STORY OF THE FIRST YEAR STUDENTS AT SMAN 1 RAMBAH**
7.	Lokasi Penelitian	:	SMAN 1 RAMBAH

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 24 Maret 2021

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DPM PTSP

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
4. Yang Bersangkutan

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجَامِعَةُ الإِسْلامِيَّةُ الرِّيَوِيَّة

F.A.4.11

BERITA ACARA UJIAN SKRIPSI

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Pekanbaru tanggal 23 Agustus 2021 Nomor: 1193 /FKIP-UIR/Kpts/2021, maka pada hari Senin tanggal 23 Agustus 2021, telah dilaksanakan Ujian Skripsi **Program Studi Pendidikan Bahasa Inggris** Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Jenjang Studi S1 Tahun Akademik 2021/2022 berikut ini.

1. Nama : Welmi Meliza
2. NPM : 166310474
3. Judul Skripsi : A Study of Student's Speaking Ability through Retelling Story of The First Year Student's at SMAN 1 Rambah.

4. Waktu Ujian : 13.00 - 14.00 WIB
5. Tempat Pelaksanaan Ujian : Daring

Dengan keputusan Hasil Ujian Skripsi
Lulus*/ Lulus dengan Perbaikan*/ Tidak Lulus*

Nilai Ujian

Nilai Ujian Angka = 82.23 . Nilai Huruf = A- .

Tim Penguji Skripsi

No.	Nama	Jabatan	Tanda Tangan
1	Johari Afrizal, S.Pd., M.Ed.	Ketua	1.
2	Yulianto, S.Pd., M.Pd.	Anggota	2.
3	Arimuliani Ahmad, S.Pd., M.Pd.	Anggota	3.

Mengetahui
Dekan,

Dr. Hj. Sri Amnah, S.Pd., M.Si.
NIDN: 0007107005

Pekanbaru, 23 Agustus 2021
Panitia Ujian
Ketua,

Johari Afrizal, S.Pd., M.Ed.
NIDN: 1013106701

*Coret yang tidak perlu.

UNIVERSITAS ISLAM RIAU

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Fakultas   : Fakultas Keguruan Dan Ilmu Pendidikan
Program Studi   : Pendidikan Bahasa Inggris
Jenjang Pendidikan   : Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA / INDONESIAN LANGUAGE	B+	3.33	2	6.66
IG13002	BASIC ENGLISH GRAMMAR / BASIC ENGLISH GRAMMAR	B	3	3	9
IG3004	BASIC READING / BASIC READING	B	3	3	9
IG13005	INTERPRETATIVE LISTENING / INTERPRETATIVE LISTENING	B	3	3	9
BS12001	LANDASAN PENDIDIKAN / INTRODUCTION OF EDUCATION	B+	3.33	2	6.66
BS12001	PENDIDIKAN AGAMA ISLAM / ISLAMIC EDUCATION	A	4	2	8
BS12007	PENDIDIKAN PANCASILA / PANCASILA EDUCATION	B	3	2	6
IG13001	PRONOUNCIATION PRACTICE / PRONOUNCIATION PRACTICE	B	3	3	9
IG13003	SPEAKING FOR EVERYDAY COMMUNICATION / SPEAKING FOR EVERYDAY COMMUNICATION	B-	2.75	3	8.25
IG23010	ACADEMIC LISTENING / ACADEMIC LISTENING	B+	3.33	3	9.99
BS22002	AL ISLAM 1 (FIKIH IBADAH) / AL ISLAM 1 (FIQIH IBADAH)	B	3	2	6
IG23012	BELAJAR DAN PEMBELAJARAN / TEACHING AND LEARNING ENGLISH	A-	3.67	3	11.01
IG22009	EXTENSIVE READING / EXTENSIVE READING	A-	3.67	2	7.34
BS22004	ILMU KEALAMAN / NATURAL SCIENCES	B+	3.33	2	6.66
IG23007	INTERMEDIATE GRAMMAR / INTERMEDIATE GRAMMAR	B	3	3	9
IG23006	PARAGRAPH WRITING / PARAGRAPH WRITING	B	3	3	9
BS12008	PENDIDIKAN KEWARGANEGARAAN / CITIZENSHIP	B	3	2	6
IG22008	SPEAKING FOR GROUP ACTIVITIES / SPEAKING FOR GROUP ACTIVITIES	A	4	2	8
IG22011	VOCABULARY IN CONTEXT / VOCABULARY IN CONTEXT	C	2	2	4
IG33016	ACADEMIC READING / ACADEMIC READING	B-	2.75	3	8.25
IG33013	ADVANCED GRAMMAR / ADVANCED GRAMMAR	B+	3.33	3	9.99
BS32005	AL ISLAM 2 (FIKIH MU`AMALAT) / AL ISLAM 2 (FIKIH MU'AMALAT)	B	3	2	6
IG32018	ENGLISH PHONETICS AND PHONOLOGY / ENGLISH PHONETICS AND PHONOLOGY	B-	2.75	2	5.5
IG23012	ESSAY WRITTING / ESSAY WRITTING	B-	2.75	3	8.25
IG32018	INTRODUCTION TO JOURNALISM / INTRODUCTION TO JOURNALISM	B+	3.33	2	6.66
IG32017	INTRODUCTION TO LINGUISTICS / INTRODUCTION TO LINGUISTICS	B+	3.33	2	6.66
BS32006	KURIKULUM DAN PEMBELAJARAN / CURRICULUM AND LEARNING	A	4	2	8
IG32019	SECOND LANGUAGE ACQUISTION / SECOND LANGUAGE ACQUISTION	B	3	2	6
IG33014	SPEAKING FOR FORMAL SETTING / SPEAKING FOR FORMAL SETTING	B	3	3	9
IG43023	ACADEMIC WRITING / ACADEMIC WRITING	B	3	3	9
BS42007	AL ISLAM 3 (ULUM AL-QUR`AN DAN HADIST) / AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)	C	2	2	4
IG42027	ASSESMENT IN ENGLISH LANGUAGE TEACHING / ASSESMENT IN ENGLISH LANGUAGE TEACHING	A-	3.67	2	7.34
IG42031	BUSINESS CORRESPONDENCE / BUSINESS CORRESPONDENCE	B	3	2	6

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 The Description of the Data

The data of the research was analyzed by descriptive qualitative data. The data were taken from the students' speaking test score. Besides, the research was conducted in class XI of SMAN 1 Rambah that consisted by 20 students. The research was accomplished by giving retelling speaking test of recount text that sent by the student in form of video. The researcher analysed it by paying attention to the rules how to the pronunciation, grammar, vocabularies, fluency and comprehension of the students. After getting the data, the data checked and scored by the raters.

The data were taken from the result of the test that given to the students. The test that given still relevant to the topic that taught by teacher as stated in the syllabus and discussed in the classroom. The result of the test score of students were shown in the table.

Table 4.1.1

The Students' Retelling Story Speaking Score

No	Initial of Students	Score	Level of Ability
1.	STUDENT 1	2.6	Good
2.	STUDENT 2	2.5	Fair
3.	STUDENT 3	2.5	Fair

4.	STUDENT 4	2.8	Good
5.	STUDENT 5	2.2	Fair
6.	STUDENT 6	2.7	Good
7.	STUDENT 7	1.9	Very Bad
8.	STUDENT 8	3.4	Good
9.	STUDENT 9	2.5	Fair
10.	STUDENT 10	2.3	Fair
11.	STUDENT 11	3.6	Excellent
12.	STUDENT 12	3	Good
13.	STUDENT 13	1.8	Very Bad
14.	STUDENT 14	1.6	Very Bad
15.	STUDENT 15	2.5	Fair
16.	STUDENT 16	2.9	Good
17.	STUDENT 17	1.9	Very Bad
18.	STUDENT 18	2.5	Fair
19.	STUDENT 19	2.6	Good
20.	STUDENT 20	3.2	Good
	MEAN	2.6	**Good**

Those data are calculated data that come from 5 composition of speaking that already mention in previous chapter, pronunciation, grammar, vocabulary, fluency and comprehension. The researcher calculated the score that already

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given by the both raters for each student. Furthermore, the researcher started calculated the score from the score of each skill (shown in appendix). After getting the score for each skill, the researcher calculated the mean to find out the score of speaking ability of students in retelling recount text.

4.2 Data Analysis

The data was taken from test that gave to students. Based on the result that have been conducted, it was found that there are some students still have low speaking ability and need to get support in developing their speaking.

The result of the test showed the mean score of speaking ability of the students is 2.6 which there were 16 students that have good speaking skills and there were 4 students that still low in speaking ability.

The mean score derived from the following formula:

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{51}{20}$$

$$Mx = 2,6$$

It showed that 80% students have enough to excellent speaking ability.

Meanwhile, the percentage of derived from the formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{16}{20} \times 100\%$$

$$P = 80\%$$

4.3 Research Finding

Table 4.3.1

Student Percentages of Test Result

No	Level of Ability	Number of Student	Percentage
1	Excellent	1	5%
2	Good	8	40%
3	Fair	7	35%
4	Very Bad	4	20%

Based on the table above, the result showed there was 1 student have excellent score for their speaking. There were 20% of student that still have low speaking ability between 80% of student that already have good speaking ability.

Those percentages come from separating the students based on their score in speaking skill test. The level of ability separated based on the rubric on previous chapter. Furthermore, the score of speaking test is the result of calculated scores that already rated by the raters. The scores

consist of the quality of students' pronunciation, grammar, vocabulary, fluency and comprehension. In detailed, the researcher had calculated the score of each composition in order to measure student's ability for those each composition.

Based on the data, pronunciation of first year student of SMAN 1 Rambah can be categorized in good level. It is showed from the mean score of pronunciation that reach 2.6 in score. The percentage of students' pronunciation based on their score and level of ability can be seen in this following table:

Table 4.3.2

The Percentages of Pronunciation Score

No	Level of Ability	Number of Student	Percentage
1	Excellent	2	10%
2	Good	5	25%
3	Fair	7	35%
4	Very Bad	6	30%

Based on the table above, the result showed there was 10% student have excellent score for their pronunciation. There were 6 students that still have low ability in pronunciation between 70% of student that already in good to excellent in level of ability in pronunciation. Based on that data, it can conclude that many students still need to be improve their

pronunciation in order to improve their speaking skill and have same standard.

Further, in grammatical ability, first year student of SMAN 1 Rambah are in fair level. It is showed from the mean score of grammar that only reach 2.4 in score. The percentage of students' grammatical ability based on their score and level of ability can be seen in this following table:

Table 4.3.3

The Percentages of Grammar Score

No	Level of Ability	Number of Student	Percentage
1	Excellent	0	0%
2	Good	5	25%
3	Fair	8	40%
4	Very Bad	7	35%

Based on the table above, there were 5 students that in good level of ability in grammatical and 40% students are in fair level. Besides, there were 7 students still have problem in grammatical. Based on the result, it being a must for the teacher to help student to improve their grammatical skill. Based on this research, retelling story can be one of the methods by apply it continuously and support by clear explanation and guidance.

In vocabulary, the result of the test showed that the first-year student of SMAN 1 Rambah are in good level. It is shown by the mean score of

vocabulary ability, 2.6 in score.

The percentage of students' vocabulary ability based on their score and level of ability can be seen in this following table:

Table 4.3.4

The Percentages of Vocabulary Score

No	Level of Ability	Number of Student	Percentage
1	Excellent	0	0%
2	Good	3	15%
3	Fair	13	65%
4	Very Bad	4	20%

Based on the table above, most of the student are in fair to good level, only 4 students that still low in vocabulary. Furthermore, even most of the student are in enough to good level, but it still needs to be improved to reach better quality of speaking skill.

Furthermore, the fluency ability of first year student of SMAN 1 Rambah can be categorized in fair level. It is showed from the mean score of fluency that reach 2.5 in score.

The percentage of students' fluency based on their score and level of ability can be seen in this following table:

Table 4.3.5

The Percentages of Fluency Score

No	Level of Ability	Number of Student	Percentage
1	Excellent	1	5%
2	Good	6	30%
3	Fair	6	30%
4	Very Bad	7	35%

Based on the table above, it can be seen more than 60% students still in enough to good level of ability in fluency. Based on that fact, it shown that the fluency ability has really close relation with the pronunciation and the condition of these two abilities are still in fair to good condition.

Based on the data, pronunciation of first year student of SMAN 1 Rambah can be categorized in good level. It is showed from the mean score of pronunciation that reach 2.6 in score. The percentage of students' pronunciation based on their score and level of ability can be seen in this following table:

Table 4.3.5

The Percentages of Comprehension Score

No	Level of Ability	Number of Student	Percentage
1	Excellent	1	5%

33

2	Good	6	30%
3	Fair	6	30%
4	Very Bad	7	35%

Based on the data above, the result showed there was 5% student have excellent score in comprehending the information. There were less than 40% of student still got problems in comprehend the information clearly. Most of them, can be comprehend the information and retell it in good level.

Based on all that data, the level of ability of those 5 compositions are in balance condition. By those fact, it can be concluded that retelling story method is good enough to be used in teaching speaking skill. The researcher believed that if this method applied continuously, it can make the student being more creative and active in learning, specifically in speaking learning.

4.4. Discussion

The discussion is based on how is the quality of students' speaking ability by conducting oral retelling story test. The finding of the research showed the variation of students' speaking ability level. For the pronunciation, the result showed there was 2 students have excellent score for their pronunciation. There were 30% students that still have low ability in pronunciation between 70% of student that already in enough to

excellent level of ability in pronunciation. It proved by the mean score of pronunciation, 2.6. Then, in fluency, the mean score also 2.6. There was 5% student have excellent score in comprehending the information with only 8 students that still got problems in comprehend the information. In vocabulary aspect, the mean score also reaches 2.6 with 80% students got enough to excellent score. Furthermore, in grammatical aspects only 7 students that still low on that, with the mean score 2.4. Besides all those aspects, comprehension of the students also tested and analyzed in this method. The result showed there were less than 8 students that still got problems in comprehend the information clearly. Most of them, can be comprehend the information and retell it in good level.

After getting and analyzing the data above, the researcher calculated all the score of those composition for each student. The results of that calculating are, the students' who got excellent score were 5% percent of the students, 40% student got good score, 35% of the student got fair score and there were 20% percent of the student that still have problem in speaking.

From the data above, showed retelling story is one of method that can be used to develop and checked the quality of students' speaking ability. By conducting retelling story in the learning of speaking skill it can improve the creativity of the student, because in the process of it they need

to think about the other way, sentences, or words to retell the story without decreasing the idea of the story itself.

Furthermore, students need to improve their pronunciation, fluency and grammatical skill to guaranteed the idea that they want to tell will delivered clearly without any misunderstanding. Those statement has been supported by the result of retelling story test that conducted in oral form above.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducted the research at first grade of SMAN 1 Rambah, it can be concluded that majority of the students are in good level of speaking ability. Besides, the retelling story of recount text can be used to develop student speaking ability in learning. It proved by the following facts that researcher found after the research.

Related to the students' achievement, there were a 5% of students who achieved the excellent score. Furthermore, there are 75% of the students that got fair to good score in the test, 7 students got fair score and 8 student got good score.

Next, there are 4 students got very bad score. Most of them, have problems in pronunciation and grammar as showed from the result of the test that researcher put in Appendix. Besides, lack of vocabularies also being a problem for them. However, it still can be concluded that the average students of the class have good standard in speaking ability.

5.2 Suggestion

There are some suggestions to offer to the English teachers and the other researchers based on the research findings:

1. Retelling story of recount text can be used to improve students' vocabulary.

2. Retelling story of recount text is one of method that can be applied in teaching speaking.

3. This method of learning is suggested to the English teacher or other researcher who want to conduct in similar research or study.

Last, the researcher hopes the result of this research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of this student speaking ability analyzing through retelling story of recount text research.

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