

# 1. An ANALYSIS OF STUDENTS' SPEAKING ABILITY IN RETELLING STORY ON DESCRIPTIVE TEXT AT THE SECOND GRADE STUDENTS OF SMP YLPI PEKANBARU

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**AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN RETELLING  
STORY ON DESCRIPTIVE TEXT AT THE SECOND GRADE STUDENTS  
OF SMP YLPI PEKANBARU**

(Analisis Kemampuan Berbicara Siswa dalam Cerita Teks Deskriptif pada siswa  
kelas II SMP YLPI Pekanbaru)

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**ABSTRACT**

*The aims of this research was to know students' ability in speaking and to find out which aspects are the most dominant problems for the students at the second grade students of SMP YLPI Pekanbaru. The focused of this research was to analyze the students' problems in speaking based on five components of speaking which are pronunciation, grammar, vocabulary, fluency and comprehension. The design of this research was a qualitative research. This research was conducted at SMP YLPI Pekanbaru. The population of this research was the second-grade students at SMP YLPI Pekanbaru which consists of 54 students. The researchers chose class II.2 as a sample with the total number of the students were 28 students through purposive technique sampling. The researchers used speaking test as the instrument of research. This research conducted via Whatsapp by recording the students' performances when retell descriptive text. Then the researcher transcribed the videos into scripts and asked raters to provide the scores. From the results of this study, the researcher found that the students' speaking ability in retelling story had the average score of 3 and categorized as a good level. The pronunciation component, the students' mean score was 2.8 points, while grammar got 3.5 points. Following that, vocabulary component was 3.2 points, conversely on fluency, it was 2.7 points. The last, the students' average score on the component of comprehension was 2.8 points. Finally, it can be concluded that the most dominant problem faced by students in speaking was the fluency component.*

**Keyword:** *Students' Speaking Ability, Retelling Story, Descriptive Text*

**INTRODUCTION**

Talking about English mastery particularly for the students means that the students should have a good speaking ability, because speaking is part of English that are very meaningful for the students to express and deliver their ideas, opinions and thoughts with others and also in order to support their verbal interaction to be better. Accordingly, having a good speaking ability helps

students to communicate, convey the information, their thought or feeling and others especially when they want to use English as International language.

When students speak English, we cannot say that it is something easy as simple as we think. As the researcher have experienced during the teaching practice in SMP YLPI Pekanbaru, the students still found several weaknesses in learning English specifically in speaking skill, including

in pronunciation, grammar and vocabulary. In pronunciation, even though they have always seen the word that they found in their handbooks, but most of the students do not know how to pronounce the word correctly. While in Grammar, the students always do not know how to change and use the correct subject. Then, in vocabulary they always do not know how to use the appropriate vocabulary to express their ideas. Whereas, those aspects can help the students to mastery English well. At that point, even though they have spent much time in formal school to learning English, but in reality only few students who can speak English Fluently.

One of the big problems that often occur, and the things that always happened in English class are when the teacher ask or describe something in English, most of the students silent and preferred to be quiet without any discussions anymore. It happened because of some reasons like they afraid to make a mistakes, feel so shy with their friends, cannot speak English fluently, and sometimes incorrect in pronunciation and grammar. Therefore, students were often anxious to talk because they feel insecure and as a result, they were very scared to start their speaking particularly when they were required to speak in front of the class.

These problems need our attention in order to achieve the goals of teaching speaking itself, but sometimes we cannot impose them because the students also have different perspective about English. As we know that most of the students argue that English is very difficult to be learned, thus they always think that no matter how hard their efforts, it is still useless. This perspective, of course, make them cannot speak English well.

In addition, there are various factors that influence students' low ability in speaking; it can cause by internal and external factors. The internal factors include the students' motivation and interest toward speaking itself while external factors include the technique that used by the teachers and also the facilities that support them in teaching and learning process.

Therefore, the researcher analyzed the students' problems in speaking based on five components of speaking which are pronunciation, grammar, vocabulary, fluency and comprehension then, focused to find out in which aspects is the most difficult for the students at the Second Grade Students at SMP YLPI Pekanbaru.

### ***The Components of Speaking***

According to Harris (1996) speaking is a complex skill that needs a number of different skills to be used simultaneously that often develops at different rates. According to his theory, the speaking component consists of; pronunciation (including the segmental features - vowels and consonants - and the stress and intonation patterns), grammar, vocabulary, fluency (free speech and speed), and comprehension. Each component will be explained below:

#### **a. Pronunciation**

According to Richards and Schmidt (2010), Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer. In addition, Redman (1997) stated that the only way you can be sure about the pronunciation is to learn some phonetic symbols which tell you the pronunciation.

From both theories, we know that pronunciation refers to the sound produced by our speech organs. Therefore, to find out the correct pronunciation of the words, we can learn phonetic symbols that are usually found in dictionaries, because a letter can have different pronunciations if they are in different words.

b. Grammar

Crystal (2008) said that grammar is a central term in linguistics, but one which covers a wide range of phenomena, being used both in mass noun and count noun senses (as 'grammar in general' and 'a grammar in particular'). Based on this theory, it shows that grammar has a very important role in language learning, and then the place for grammar should not be ignored. Therefore, in learning speaking students need to focus on forms and grammar without exception.

c. Vocabulary

As mentioned by Hewings (1990), simple activities that you can use regularly to help students to improve pronunciation while learning or revising vocabulary. In other words, learning vocabulary can also improve our ability to pronounce the vocabulary itself.

d. Fluency

Fluency is the element that gives speech the qualities of being natural and normal, including the use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions (Richards and Schmidt, 2010). In addition, fluency represents a level of somebody's communication skills. In short, if we can speak fluently it can be said that we have good communication ability. Therefore, students are expected to be able to speak fluently, especially in

English.

e. Comprehension

Comprehension is the identification of the intended meaning of communication, either written or spoken. This process is active in drawing information both from the message (bottom-up processing) and the background, context, and purpose or intention of the listener and the speaker (top-down). In short, comprehension refers to the accuracy and appropriateness of the information available with the information conveyed by someone when speaking.

In conclusion, all the components mentioned above are very important in speaking because they have a very close relationship and connection. Therefore, in learning speaking students are expected to master all these components in order to improve their speaking skills.

***General Concept of Retelling Story***

According to Yahla (2013) the root of retelling is re-tell, the based root is tell which is added work beginning "re" that has meaning again. While, the meaning tell is giving information about something. Based on this term, we know that retelling story means that the activity to retell a topic or something with others, and usually retell it by using their expression, intonation and others to make the listener enjoy and easy to understand the topic. Then, the person who retells the story called story teller.

Furthermore, retelling story can be defined as an activity to retell a topic by the story teller by using their ability to express and deliver the story in order to make the listener can be easy to understand. As mentioned by Morrow (2015), retelling stories is another active procedure that may aid comprehension, concept of story structure, and oral

language. It means that, by retelling there is a possibility for the speaker and listener become easier to understand the story orally.

In addition, according to Hirai and Koizumi (2009), the key term story retelling can be defined by explaining each word separately. First, retelling refers to reproducing a story orally in English. While a story is defined as any type of written description consisting of two or more sentences that are connected to one another. In short, a story means, a section that consists of several parts and are interconnected that can be retold to others verbally called a retelling story.

Furthermore, an examinee can retell a story either in a different way or in the same way as the original, adapted from Chaudron in Hirai and Koizumi (2009). It means that, when a story teller conveys stories they may tell it in similar way with the original text or tell in another way while using facial expressions, intonation, gestures and others

Based on these explanations, it shows that retelling story can be apply in teaching and learning English especially in speaking skill. It is because by doing this activity the students have the opportunity to practice their speaking. While for the teachers, this activity can be a way to find out the students' speaking ability. As Ellis and Brewster in Pirdasari (2017) stated that, story means a way to develop the potential of children as learners. In short, story can help us to identify the students' ability in learning, in this case their speaking skill.

#### ***Descriptive Text***

There are various types of text, one of them is descriptive text. Kane (2000) said that, description is about sensory experience-how something

looks, sounds, tastes. Mostly it is about visual experience, but also deals with other kinds of perception. Similarly with Oshima and Hogue (2007) who stated that descriptive writing appeal to the senses, so it tells how something looks, feels smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. In short, descriptive text tells about the description of the appearance and the characteristics of the things being described.

Oshima and Hogue (2007) also stated that in a descriptive paragraph, the more details you include, the more clearly your reader will imagine what you are describing. Your details should appeal to the five senses. They should tell your reader how something looks, smells, sounds, feels, and tastes. Write about colors, sizes, shapes, odors, noises, and textures. In short, in descriptive text the more detail the characteristics that you mentioned be more clearly for your listener or reader about the things you explained.

According to Pardiyo (2007) in Rosbaida (2017) the generic structure of descriptive text are identification which introduces the character or subject that will be described and description which describes the characters, inform the features of subject, such as character, behavior, and qualities.

To sum up, descriptive text is a kind of text used to describe or draw something whether people, objects and places. The kind of this text usually explains its characteristics, forms and the like. It means that, descriptive text presents about how something or someone looks like and its characteristics. Then, a good descriptive text is a text that gives detail characteristics, because it was enable the

reader or listener to imagine the things that being described.

### RESEARCH METHODOLOGY

The design of this research was a qualitative research. Qualitative research is the research that done by using analysis with a qualitative approach. As stated by Gay, et al (2006) qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insights into a particular phenomenon of interest. Qualitative research methods are based on different beliefs and designed for different purposes than quantitative research methods. Similarly with Bryman (2012) who stated that qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. In short, qualitative research tends to analyze the phenomenon than using number to describe it.

This research was conducted at SMP YLPI Pekanbaru. It is located at Jalan Kaharuddin Nasution. The time of this research start from August to November 2020. The population of this research was the second-grade students at SMP YLPI Pekanbaru that which consists of 54 students. The researchers chose class II.2 as a sample with the total number of the students were 28 students through purposive technique sampling.

In collecting data, the researcher used a speaking test as an instrument. Generally, the test can be interpreted as a tool used to measure knowledge or mastery of measuring objects towards a certain set of content or material,

Sudaryono (2017). Therefore, data collection techniques are needed to obtain data and complete the information needed in this study. However, due to the Covid-19 pandemic, it was not possible for researcher to take data directly to school. Finally, the researcher decided to take the research data via Whatsapp. After collecting the data, the researcher was asked two raters to analyze and give the scores by using scoring rubric of speaking skill which adopted from Brown (2003). In order to classify the students' level in speaking, the scale that used as follow:

**Table 1. The Classification of Students' Speaking Ability**

Score	Level of Ability
4.2 - 5.0	Excellent
3.4 - 4.1	Very Good
2.6 - 3.3	Good
1.8 - 2.5	Poor
1.0 - 1.7	Very Poor

(Adapted from Arlin in Yanti, 2017)

### FINDING AND DISCUSSION

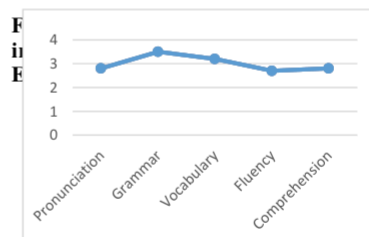
The researcher conducted a speaking test to get the data. The researcher asked the students for retelling a descriptive text about Alam mayang. Then, the score of the test consist of five indicators. The indicators measured were pronunciation, grammar, vocabulary, fluency and comprehension. The number of samples obtained only 21 students. In other words, there were 7 students who did not send their videos because there were no news or clarity. The result of the speaking test can be seen as follow:

**Table 2. Students Scores in Speaking Ability**

NO	Students	SA/ Mean of Rater 1	SA/ Mean of Rater 2	Total	SA/ Mean	Category
1	Students 1	2.8	2.4	5.2	2.6	Good
2	Students 2	3	2.6	5.6	2.8	Good
3	Students 3	4.2	3.6	7.8	3.9	Very Good
4	Students 4	3.8	3.2	7	3.5	Very Good
5	Students 5	2.8	3	5.8	2.9	Good
6	Students 6	4.2	3.4	7.6	3.8	Very good
7	Students 7	2.8	2.4	5.2	2.6	Good
8	Students 8	1.4	1.4	2.8	1.4	Very Poor
9	Students 9	1.4	1.6	3	1.5	Very Poor
10	Students 10	3.6	3	6.6	3.3	Good
11	Students 11	3.6	3.4	7	3.5	Very good
12	Students 12	2.6	2.2	4.8	2.4	Poor
13	Students 13	3	3	6	3	Good
14	Students 14	2.6	1.4	4.2	2.1	Poor
15	Students 15	4.4	4.4	8.8	4.4	Excellent
16	Students 16	4.4	3.4	7.8	3.9	Very good
17	Students 17	3.4	2.8	6.2	3.1	Good
18	Students 18	3.4	2.8	6.2	3.1	Good
19	Students 19	3.4	2.8	6.2	3.1	Good
20	Students 20	3.4	3	6.4	3.2	Good
21	Students 21	3.2	2.8	6	3	Good
<b>Total</b>		67.4	58.8	-	63.1	-
<b>Mean</b>		3.2	2.8	-	3	-

From table 2, we can see that the total scores of the first rater was 67.4 with the average scores 3.2. Meanwhile, the total scores of the second rater was 58.8 with the average scores 2.8. As a result, the total mean of first rater was 63.1 with the mean scores was 3 which categorized as a good ability. Based on the table above, it can be presented that 1 student got score 4.5 - 5.0 and categorized "Excellent", 5 students got score 3.5 - 4.0 and categorized "Very Good", 11 student got score 2.5 - 3.0 and categorized "Good", 2 students got score 1.5 - 2.0 and categorized "Poor", 2

students got score 0.5 - 1.0 and categorized "Very Poor". As a final point, it can be concluded that most of the students categorized "Good" in retelling descriptive text.



From the data shown by the figure, we can see that the students' speaking ability in the pronunciation component the average score was 2.8.

In this case, the pronunciation errors that are often found by researchers in students are words that are not common and they rarely use in daily communication. For that reason, when they want to mention the unfamiliar word they need to grope and end up mispronouncing it. In summary, although there are still many mispronunciations and the accents are sometimes unfamiliar, overall their pronunciation was still "good" because these pronunciation errors rarely disturb the listener's understanding.

Furthermore, the average of the students' speaking ability in grammar component was 3.5, and from five components of speaking ability, this is the highest average scores. From this research, the researcher found that only a few students made mistakes in using grammar. This happens because in retelling the descriptive text, the researcher has provided the topic and the text. So, when retelling the text most students tend to be fixated on the text that has been given. However, there were students who mistakenly use grammar, especially in the use of "s" in a word which means plural and singular. They often use "s" in singular words, and vice versa. In conclusion, most of students rarely make mistakes and still have good control in grammar. As a result, the students' speaking ability in grammar component was categorized very good.

In addition, the diagram was also shows that the average of students' speaking ability in vocabulary component is a bit lower than grammar, which is 3.2. As for the reason because they often mispronounce the word, so that the

word they say has very different meaning from the context that was previously told. However, this misappropriate of vocabulary only occurs in few words along their performed. So the conclusion is although their vocabulary knowledge is still limited, they are still able to understand and retell the text. As a result, the students' speaking ability in the vocabulary component was categorized good.

Then, the average of students' speaking ability in fluency component was 2.7. It was the lowest average of the five components of spe. In this case, the researcher saw that during their performances the students often paused, repeated mentioning words and pronounced words incompletely. However, not all the students have problems with fluency, because there are still some students who have good ability to speak fluently. For that reason, the conclusion for the students' speaking ability on the fluency component is still categorized "good" because they can still handle it.

Lastly, the average of students' speaking ability in comprehension component was 2.8. It has several reasons such as their lack of understanding with the text retold; consequently most of them are not sure what the text describes about. Therefore, it is concluded that the students' speaking ability in the comprehension component is still categorized "good".

In conclusion, the average score of the second-grade students' speaking ability in retelling descriptive texts was 3 which categorized as "good level". Furthermore, from the results of these data it can be concluded that the most dominant problem faced by students in speaking is fluency component.



## CONCLUSION AND SUGGESTION

This research was conducted at SMP YLPI Pekanbaru. Based on the scores that have been scored by two raters and analyzed by the researcher, it can be concluded as follows: firstly, the students' average score in the pronunciation component was 2.8 because even though they are often incorrect in pronunciation, it does not affect with the listener's understanding and categorized as good level.

Secondly, the students' speaking ability in term of grammar was 3.5, because only few students who made mistakes in using grammar and their control in grammar still good. As a result, the students' speaking ability in grammar component categorized as very good level.

Thirdly, the students' vocabulary is still limited, they rarely have to grope. In addition, inappropriate vocabulary also occurs only in a few words, accordingly it can still understood by listeners. Therefore, the student's speaking ability score in the vocabulary component was 3.2 and categorized as very good level.

Fourthly, the students' speaking ability score in the fluency component was only 2.7 and became the lowest score because students still often paused, repeated and groped when they wanted to mention certain word. However, it was categorized good because still there are some students who can speak fluently.

The last, the students' speaking ability score on the comprehension component was 2.8 and still considered good because even though they did not understand the content of the text, they still retold the descriptive text given according to the generic structure.

Regarding the result of the research problem analysis and sample, it could be concluded that the second grade students' speaking ability in

retelling descriptive text at SMP YLPI Pekanbaru was categorized as good level, and the most dominant problem faced by students in speaking is fluency component.

Based on the result of the study, the researcher would give some suggestions related to result of this research.

1. Teachers should motivate students to practice their speaking skills.
2. The teacher should explain the descriptive text in detail, particularly on speaking skill.
3. The teacher should check the students' speaking ability to find out the difficulties faced by students.
4. Students should improve their pronunciation, fluency and comprehension skills.
5. The results of this study are also expected to be references for the next researchers.

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