CHAPTER I

INTRODUCTION

A. Background of The Study

Language is an important part of how human communication with each other, apart from that language also a tool for creating and maintaining social relations.[1] One of the languages used in this world is English. English is a widely spoken and official language in many countries. English is also the only language that functions as a human connecting language.[2] Therefore learning English is important, because English is a global language. learning English as a foreign language is a subject that must be taken for every student in order to develop student competence. There are four components in English, namely speaking, listening, reading and writing. In this study, researcher only focused on speaking skill.

Many second or foreign language learners place a high focus on developing their English speaking skill. [3] Speaking is the active expression of meaning through words. Speaking entails communicating

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[1] Hasanuddin, *Teaching English As A Foreign Language*, (Yogyakarta: Deepublish, 2014) p. 14.

[2] K. Rajitha and C. Alamelu, *A Study of Factors Affecting and Causing Speaking Anxiety* : Procedia Computer Science, Vol. 172 No. 1053–1058 (2020), p.153.

[3] Jack C Richards, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2002), p. 19.

thoughts, opinions, or a desire for action as well as creating and preserving social bonds and friendships.[4] Additionally, humans need to be able to communicate in order to create words, express themselves, channel their thoughts, ideas, and feelings, as well as exchange information and transmit meaning through their utterances. Speaking is therefore the most important step in acquiring any language. Improving students' communication skill is one of the objectives of Speaking learning so that they may express themselves in the target language in accordance with its social and cultural surroundings.

Technique in learning to speak English is one of the important factors that must be understood by the teacher and is also an important part of teaching speaking English. This technique should be developed to improve students' skill to speak English. Students must be able to recognize their weaknesses and strengths in learning to speak English. therefore English teachers must prepare effective techniques for learning to speak English. Because many students feel that learning speaking is not easy and students often find it difficult to communicate using English with classmates or with the teacher.

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[4] Sue Garton and Fiona Copland, *The Routledge Handbook of Teaching English to Young Learners* (New York: Routledge, 2019), p.172.

As a language learners who had learned English intensively, the students should be able to interact orally each other thought English. But in fact Based on research that has been done by researcher, most of student in MAN I Pandeglang did not perform English in their language conversation. They would rather to use Indonesia language than English as a medium of communication, it because of technique in teaching English that is use by English teacher in the classroom is not suitable, there is no innovation in teaching English, which the teacher used traditional method that made English atmosphere in classroom seems monotone otherwise The students lack of confidence, do not have rich vocabulary, and feel afraid of making mistakes when speaking English. The students struggle with pronunciation, grammar, and fluency when speaking English. During the learning process students use Indonesian more in the classroom. During the learning process in the classroom, students do not interactive with the teacher, the student do not want to speak English and just keep silent when the teacher asks about their understanding of the material being taught.

The researcher attempts the pupils' speaking ability utilizing the retelling story technique in response to the aforementioned issue. Retelling helps us remember what we have read and heard again. Furthermore, the reason why the researcher using retelling technique is

because in this grade have alredy learning narrative text. According to Stoicovy, using the retelling technique in language instruction might help students better comprehend and understand dialogue.[5] Retelling helps teachers to identify the level of students comprehension of what they listen to or read. In addition retelling is a common way many people use as part of their communication. To overcome the difficulty in using the target language, retelling is one of the recommended techniques which can help language learners in improving his knowledge of vocabulary, grammatical structures, and pronunciation. Moreover legend stories provide various topics for learners to begin improve their speaking skill. So retelling a legend story is an activity to assess the content and moral message of a story.

This Research employs the retelling technique, which involves having students speak aloud about the tale they have read. This method will give each student the chance to communicate while they are learning, eliminating the gap between those who actively participate in speaking and those who do not. This method aid pupils in improving their speaking skill.

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[5] Fadhyllah Ulfa, *The Use Of Retelling Technique In Procedure Text To Improve Speaking Ability Of The First Year Students' Of MTs Muhammadiyah 02* : Academic Journal, Vol. 67 No. 1-14 (Febuari 2013), p. 4.

There are related studies to this technique in this research "Retelling strategy toward student English students English comprehension" by Jupri from Mandalika University of Education.[6] The research shows that it is significantly different in teaching English by using a retelling strategy to improve the students' reading comprehension. Thus, the retelling strategy can improve the students' reading comprehension in SMAN 1 Jonggat, Praya, Central Lombok. Concludes that there is a significant difference in teaching reading by using retelling strategy and not using retelling strategy. There is a positive contribution to the teaching of English reading comprehension by using retelling strategy in the SMAN 1 Jonngat

Another research related to this study is the research "Learning To Retell The Story of Legend Through The Practice-Rehearsal Pairs of Class VIII" by Atif Nur Cahyani and Suwarna Dwijonagara.[7] The research result suggested that the implementation of Practic-Rehearsial Pairs method had several positive effects in enhancing the students' confidences to tell legend stories in Javanese. Based on post-test data analysis result of

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[6] Rudiawan & Jupri. Retelling Strategy Towards Students' English Reading Comprehension At Senior High Schools. Vol. 8, No, 4 (2020) 432-441

[7] Cahyani, A., & Dwijonagara, S. (2020). Learning To Retell The Story of Legend Through The Practice-Rehearsal Pairs of Class VIII. Proceedings of the Proceedings of the Third International Seminar on Recent Language, Literature, and Local Culture Studies, BASA, 20-21 September 2019, Surakarta, Central Java, Indonesia. https://doi.org/10.4108/eai.20-9-2019.2296821

knowledge competency there were 30 students completed with percentage 88% and 4 students not completed with percentage 12%. While the result of skill aspect there were 32 students completed with percentage 94% and 2 students not completed with percentage 6%.

The last study that related to this research is from Fadilaturrahmah. (2022).[8] Improving Students' Speaking Skill Through Retelling Technique By Using Youtube Video.[9] The result of this study was revealed that there was significant difference between students who were taught through retelling technique by using YouTube videos and those who were not at tenth graders of SMK Muhammadiyah Pagar Alam. It proves that the use of YouTube videos (narrative story) and retelling technique as strategy to support the main action was effective and could improve students speaking skills.

Based on the above explanation of the issue, the researcher conducted a study titled "The Influence of Retelling Technique using legend story on Improving Students' Speaking Skill" with the aim of assisting English teachers in enhancing their students' English speaking ability and assisting students in achieving their language learning objectives.

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[8] Adilaturrahmah, F. (2022). Improving Students' Speaking Skill Through Retelling Technique By Using Youtube Video. Jurnal Pendidikan Pemuda Nusantara, 4(2), 12-18. https://doi.org/10.56335/jppn.v4i2.130

[9] Fitri, S., Komariah, E., & Heriansyah, H. (2022). Improving Students' Speaking Skill By Retelling Technique Using Video (An Experimental Study at the Second Grade Students of MTsN Kuta Baro Aceh Besar). English Education Journal, 2, 36-45

B. Identification Of The Problem

Refers to the background stated earlier the researcher identified some problem, the problems of the research can be identified as follow :

1. The students lack of confidence, do not have rich vocabulary, and feel afraid of making mistakes when speaking English.

2. The students struggle with pronunciation, grammar, and fluency when speaking English.

3. During the learning process students use Indonesian more in the classroom.

4. During the learning process in the classroom, students do not interactive with the teacher, the student do not want to speak English and just keep silent when the teacher asks about their understanding of the material being taught.

C. Limitation of The Study

The researcher limited the problem to the influence of retelling technique on students' speaking skill in tenth grade of MAN 1 Pandeglang. This research investigates the tenth grade students' speaking skill before and after applying the retelling technique in the learning process in the classroom.

D. Formulation of The Problem

This research used retelling technique to improve students' speaking ability. From the background of the study above, the researcher determined and formulate the problems is How is the influence of retelling technique using legend story on improving students' speaking skill?

E. Objectives of The Study

Based on the statement of the problem above, the researcher formulated the objectives study is to find out the influence of retelling technique using legend story on improving students speaking skill.

F. Significance Of The Study

The finding of the research is expected to give valuable contribution to the researcher, English teachers, students and school **:**

1. For the researcher

    To develop the researcher knowledge on the development of various techniques implemented in teaching English to the senior high school students and to develop another research based on the result and use it as one of reference to study in their research.

2. For the English teacher

    To enrich teachers' knowledge about the use of various techniques or strategies in teaching speaking English. So that the class will not run

in a boring atmosphere and students will enjoy learning English when the teacher applies fun techniques in learning.

3. For the school

It will be beneficial for school in giving beneficial contribution of the improvement of the quality of the educational in the school and it can increase creativity for teaching and learning English, mainly in terms of speaking ability.

4. For the students'

It is also beneficial for students to find strategies to overcome their problems when in the process of learning English, students will be highly motivated by various strategies and techniques applied in class.

G. Previous Study

This research conducted to fulfil the previous study and solve the gap that occure in this scope of the study. Based on this previous research the researcher can find the gap and also the latest novelty so the first previous study is "Retelling strategy toward student English students English comprehension" by Jupri from Mandalika University of Education.[10] This research was experimental research that deals with

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[10] Rudiawan & Jupri. Retelling Strategy Towards Students' English Reading Comprehension At Senior High Schools. Vol. 8, No, 4 (2020) 432-441

utilizing the independent variable (the retelling technique) toward learners' reading comprehensio. The research shows that it is significantly different in teaching English by using a retelling strategy to improve the students' reading comprehension. The sig. (2-tailed) is 0.000 is lower than the significant level (0.05). Thus, the retelling strategy can improve the students' reading comprehension in SMAN 1 Jonggat, Praya, Central Lombok. The t-test is higher than the t-table, 8.04 < 1.67. This also certainly concludes that there is a significant difference in teaching reading by using retelling strategy and not using retelling strategy. There is a positive contribution to the teaching of English reading comprehension by using retelling strategy in the SMAN 1 Jonngat.

The second previous study is "Learning To Retell The Story of Legend Through The Practice-Rehearsal Pairs of Class VIII" by Atif Nur Cahyani and Suwarna Dwijonagara.[11] The research result suggested that the implementation of Practic-Rehearsial Pairs method had several positive effects in enhancing the students' confidences to tell legend stories in Javanese. Based on post-test data analysis result of knowledge competency there were 30 students completed with percentage 88% and 4

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[11] Cahyani, A., & Dwijonagara, S. (2020). Learning To Retell The Story of Legend Through The Practice-Rehearsal Pairs of Class VIII. Proceedings of the Proceedings of the Third International Seminar on Recent Language, Literature, and Local Culture Studies, BASA, 20-21 September 2019, Surakarta, Central Java, Indonesia. https://doi.org/10.4108/eai.20-9-2019.2296821

students not completed with percentage 12%. While the result of skill aspect there were 32 students completed with percentage 94% and 2 students not completed with percentage 6%.

The last previous study that we use to analyse is from Adilaturrahmah. (2022).[12] Improving Students' Speaking Skill Through Retelling Technique By Using Youtube Video.[13] The result of this study was revealed that there was significant difference between students who were taught through retelling technique by using YouTube videos and those who were not at tenth graders of SMK Muhammadiyah Pagar Alam. It proves that the use of YouTube videos (narrative story) and retelling technique as strategy to support the main action was effective and could improve students speaking skills.

The novelty of this research from the previous study's most of the studies using experimental research for the research. In terms of research, the author found a general lack that most of the studies focus on rehearsal pairs method. One of the previous study focusing on students reading ability and other previous study focusing on retelling technique using Youtube video. Unfortunately, there is no single study from the previous

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[12] Adilaturrahmah, F. (2022). Improving Students' Speaking Skill Through Retelling Technique By Using Youtube Video. Jurnal Pendidikan Pemuda Nusantara, 4(2), 12-18. https://doi.org/10.56335/jppn.v4i2.130

[13] Fitri, S., Komariah, E., & Heriansyah, H. (2022). Improving Students' Speaking Skill By Retelling Technique Using Video (An Experimental Study at the Second Grade Students of MTsN Kuta Baro Aceh Besar). English Education Journal, 2, 36-45

study who concern to observe the influence of retelling technique in teaching speaking of legend story. Therefore, the researcher wants to conduct this study comprehensively.

H. The Organization of Writing

The writing organization of this study includes five chapters. This following is short description about each chapter :

Chapter I is the introduction, it contains the Background of study, identification of problem, formulation of problem, Objectives of Study, Organization of Writing. Chapter I is the foundational segment of this study, offering vital insights into the research. It commences with a comprehensive background, elucidating the context and rationale for the investigation. Following this, the problem statement delineates the specific issues and gaps that this research aims to address. The chapter then presents the objectives of the study, clearly outlining what the research seeks to achieve. Lastly, it provides a brief overview of the organization of the document, serving as a roadmap for readers.

Chapter II is Theoretical Review, it contains Definition of speaking, Types of Speaking, components of teaching speaking, assessing and scoring of teaching speaking, Technique in Teaching Speaking, Definition of Retelling. The procedure of retelling technique in teaching

speaking, advantageus of retelling technique in teaching speaking, conceptual framework and hypotesis

Chapter III Research Methodology, it Contains Method of Research, Place and Time of Research, Population and Sample, research variabels, instruments of the research, rubric of speaking assessment, Technique of Collecting Data, Technique of Analyzing Data, statistical analysiss and hypostasis statistic

Chapter IV contains Result of Research, those are description of the data and interpretation of the data , the data analysis, hypotesis testing and discussion.

Chapter V contains Conclusion and Suggestion. Chapter IV serves as the conclusion of the study. It synthesizes the findings and their implications, highlighting key takeaways. The chapter also provides suggestions based on the research results, offering recommendations for further study or practical applications. Chapter V offers a comprehensive summary of the study's outcomes and guidance for future endeavors.

CHAPTER II

THEORETICAL REVIEW

A. Speaking

Speaking skill is one of language basic skill that has important role rather than other skill, because its significant and its use for communication. To know how important speaking, its need to know what the definition of speaking, the purpose of speaking, the problem with speaking ability, teaching speaking, and assessing scoring component of speaking. it will be discussed with following point.

1. Definition of Speaking

Speaking is the more natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the most basic of human. Speaking is an activity in two or more participates. Consist of speakers and listeners when speaking. H Douglas Brown said that "Speaking is a productive skill that can be directly and empirically observed". It means we can observe what people say directly, because when people say something we can listen what they say directly. The speaker who generates the message and the listener who receives the message. The main purpose of speaking is to create communication by expressing it in a creative way the speaker must clearly convey his