


## Developing Speaking Skill Using Retelling Story

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### ABSTRACT

Salah satu keterampilan penting dalam Bahasa Inggris adalah keterampilan berbicara. Berbicara harus dikuasai dalam pembelajaran, tetapi terdapat beberapa tantangan bagi siswa SMA Villa Mas, Jakarta untuk membuat mereka nyaman, mudah mengucapkan, mengucapkan beberapa kalimat, dan tetap berkomunikasi dalam Bahasa Inggris. Mereka yang belum percaya diri dalam berbicara dalam Bahasa Inggris, harus memanfaatkan kesempatan ini untuk berlatih Bahasa Inggris menggunakan teknik menceritakan kembali cerita. Tujuan penelitian ini adalah untuk mengetahui kondisi siswa dalam menyampaikan sesuatu dalam Bahasa Inggris dan juga manfaat penggunaannya. Penelitian ini menggunakan metode kualitatif. Peneliti memberikan motivasi kepada siswa untuk berani berbicara Bahasa Inggris dan juga mengingatkan siswa untuk tidak malu berbicara Bahasa Inggris dan jangan takut membuat kesalahan. Pengembangan beberapa aspek berbicara seperti pengucapan dalam Bahasa Inggris, pola pikir, dan mentalitas, dibangun dari siswa dalam mempraktikkan pelajaran ini. Berdasarkan hasil penelitian, siswa memiliki mentalitas yang kuat dalam berbicara Bahasa Inggris di depan kelas.

*One of the essential skills in English is Speaking Skill. Speaking must be mastered in learning, but there were some challenges for the students of Villa Mas Senior high School, Jakarta to make them comfort, easy to pronounce, to say some sentences, to keep in touch in English, They did not have selves confident to utterance in English, to answer this opportunity in practicing English using retelling story technique. The aim of this research is to know the condition of students in presenting something in English and also the benefits of using that. This research was a qualitative method. The researcher gave motivation for students to brave to speak English and also to remind the students not to shy to speak English and then don't be afraid to make mistakes, develop some aspects of speaking such as pronunciation in speaking English, the mindset, mentality, were built from students in acting this lesson. Based on the result of the research, the students have strong mentality in speaking English in front of class.*



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## INTRODUCTION

We as people will not be able to separate speaking activities in our lives. It was important because people are social animals that need to talk to each other directly, and speaking is the first way to do that. Speaking is using your mouth to say words or communication with a goal. It can do a lot of things, such as ask and give information, ideas, opinions, and sentiments, among other things. (Abdullaeva & Avezova, 2020) says that speaking is the process of offering and getting meaning and information in an interactive way. (Kayi, 2006) speaking is a way to make friends or reach social goals. Speaking is the act of sharing meaning through both verbal and non-verbal symbols in many ways. Speaking is also

an important part of mastering the English language. In addition to being a way to communicate, studying English involves learning vocabulary, grammar, pronunciation, fluency, and comprehension. Students can easily talk to other people, especially people from distant countries, if they learn the talent. It's really vital to know why you need to learn English well. (Damayanti & Listyani, 2020) says that pupils need to be able to speak English well so that they may easily talk to other people. A lot of pupils don't know how to speak English well.

The researcher taught at Villa Mas Senior High School in Jakarta, where many of the pupils were frightened and afraid to speak English during the lessons. The students don't talk much in English. (Menggo, 2018) says that the things that make students less likely to speak up are: (1) they are frightened and afraid of making mistakes, (2) they are not familiar to the themes, (3) the classroom climate doesn't encourage them to speak up, and (4) the listeners don't respond in a helpful way.

One way that teachers help kids who have trouble speaking is by sharing stories. (Ambarita et al., 2022) says that telling stories could be a good way to teach both listening and speaking abilities. Teachers at preschools, elementary schools, and universities employ stories from books, literary texts, real-life events, festivals, and mythology. Telling stories can assist people learn a foreign language. There are certain benefits to using stories in learning activities. For example, the teacher not only teaches and helps the students talk, but also gives them a lot of speaking parts that are crucial for them to learn English. Using the storytelling method is particularly good for high school seniors since it helps them engage their imaginations. Students have their own ideas about everything that exists in them. Storytelling can help them use their creativity and improve it. (Syafii et al., 2021) says that storytelling can help people think creatively and communicate their thoughts in the beginning, middle, and finish, including the characters and setting of the story. (Sulistiyahadi et al., 2023) say that storytelling should not be homework, but an activity that sparks the imagination, lets people try out the language, and encourages teamwork.

## **METHOD**

This study used a qualitative research method. (Moen & Middelthon, 2015) say that qualitative data provides a full source for describing and explaining how people work. One has been held in succession; look at the activity-led effect and gain a good description from qualitative data. (Khoa et al., 2023) also says that the interview is one way to collect data that lets you get information directly from the people who are being interviewed. The study took place at Villa Mas Senior High School in Jakarta. The address is Jalan Kayu Putih Utara IIC, Pulo Gadung, Kec. Pulo Gadung, Kota Jakarta Timur. The focus of this study is how English is used at Villa Mas Senior High School Jakarta. This research uses a case study as its research design. Studies are a good way to learn more about a topic, occurrence, or event in real life that is interesting and important. (Fauzan, 2016) said that picking themes and events to study, picking research participants, collecting data based on participant tales, repeating individual experiences or stories, and working with story owners or participants were all important steps. Writing down the story again and checking that the research results are correct. For this study, the way the data was collected was through observation and interviews. Both strategies are used to find out what students think and feel about using retelling tale techniques and how recounting story might help students learn to speak.

The first observation at that school was part of the instructional technique, when the researcher watched the start of the speaking learning process by having students retell a story. Then, in the second meeting, they continued to observe. in this meeting, the learning process was still about introducing retelling stories to students, but this time the topic was covered in more detail and students practiced with examples. In the third observation, the researcher noticed the pupils showing off their speaking talents by sharing a narrative in class. The researcher also did interviews to gather information relating to the research goals after watching the learning process through observation activities. The researcher looked at the data when the interview phase was over and all the questions were answered before writing it down in the Finding. The researcher looked at the data in three steps. (Rijali, 2019) data analysis is made up of three parts: data reduction, data display, and making conclusions or checking them. These are explained as follows:

### ***Cutting down on data***

After gathering data, the following step is to reduce the amount of data. The process of choosing the data and focusing on simplification to summarize all the data that was collected. Some data will be eliminated if it is not included in some portions. , (Toloo et al., 2021) data reduction is the process of selecting, focusing, facilitating, abstracting, and modifying the data that has been put down in field notes or transcriptions.

#### ***Showing Data***

The next step is data display. This is when data or information is put together as an activity. The researcher has gathered and presented the facts, which means that this effort could lead to a conclusion. (Mackie, 1994) say that displaying data helps the researcher grasp what's going on and do something about it, whether that means analyzing it or something else.

#### ***Ending and drawing***

The last phase is drawing a conclusion and checking it. This implies that the researcher looks at the data they have collected and makes a final conclusion and checks it.

## **RESULTS AND DISCUSSION**

Some interviews had done to students by the researcher about the advantages of using retelling story technique, Data Analysis had done and write down the finding in this chapter as follows :

### **The Advantages Using Retelling story in Developing Speaking Skill**

In this section, the researcher got information that retelling story give advantages such as ;

- ( 1 ) to be custom in speaking
- ( 2 ) to be brave in speaking english in front of the class
- ( 3 ) the pronunciation of english increase
- ( 4 ) train the students' ability to concentrate in retelling story.

Based on the finding above, repeating stories has several benefits for students who want to improve their speaking skills. (Corral-Robles et al., 2022) the use of literature to teach foreign languages has grown in the last several years. Activities that use literacy and instructional materials are helpful for kids because they make them more motivated, spark their imaginations, and give them a relevant context.

There are several benefits to using the retelling tale technique, such as giving students the proper environment to practice English, exercising their imaginations, improving their speaking skills, and helping them focus on the English lesson. For instance, students will learn how to say words appropriately. (Sharma, 2021) as saying that there are many benefits to retelling stories. These include: (1) getting students' attention, (2) exposing them to a moral, dilemma, or problem-solving exercise, (3) sharing stories about success and building a sense of community, (4) using stories to explore personal roles and make sense of life, and (5) adding to the content of the stories because it sparks imagination.

(Brown & Thompson, 2013) said that employing the recounting narrative strategy to help pupils improve their speaking skills had the same result as this one. The researcher used his research as a source, yet he was distinct from this researcher. He did the story-telling method on his own, using both quantitative and qualitative methods. The results from cycle 2 were better than those from cycle 1.

## **CONCLUSION**

To use the retelling narrative to help people improve their speaking skills, The students at Villa Mas senior high school have to deal with not having enough self-confidence, being shy to speak English, being afraid of making mistakes in English, and practicing how to say sentences. They also have to watch how the teacher teaches, then learn how to retell a story, and then get a topic with some examples and retell the story in front of the class. They can use literary texts, real-life stories, and other resources to help them retell the story. Retelling stories helps students in several ways: it trains their imaginations, improves their speaking skills, helps them focus on the English lesson, and makes certain students more secure in speaking and pronouncing English.

Retelling story techniques are recommended to implement in developing speaking skill activity as it will assist students in their selves confident to speak English and also students can increase this skill in public speaking, making introduction about their selves in English, making interested story in their lives, tell about their hobbies in English. Telling about Indonesian history in English. Many things can create about retelling stories.

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