

AN ANALYSIS OF STUDENTS' SPEAKING SKILL BY RETELLING STORIES OF SMK KESEHATAN WIDYA TANJUNGPINANG

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Abstract

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This study is aimed to analysis of students' speaking skill by retelling stories of SMK Kesehatan Widya TanjungPinang. The method used in this research is qualitative. The instrument in this data collection is recording of students' speaking voice or audio. The subjects of this study were tenth grade students' of pharmacy. The result of this research is to show students' speaking skill in each aspect. To find out the students' speaking skill, the researcher used a rubric adapted from Brown and classified the category of students' speaking skill based on Vagias and Wade, then the researcher calculate the total score of students' based on Best and Kahn. For students' speaking skill in pronunciation, grammar, vocabulary, and fluency had fair category, meanwhile in comprehension had good category. Overall, the average score of students' speaking skill at tenth grade of SMK Kesehatan Widya TanjungPinang was 2.1 which were categorized as fair.

I. Introduction

Basically, English has four skills, namely listening, reading, writing, and speaking. Beside reading, writing, and listening, speaking is the important parts that students should be mastered in English skills. As human being side by side, humans and others would interact through communication certainly by speaking. The purposes of speaking skill are to express thought or idea, feelings, experiences, and knowledge.

Speaking skill was clearly related to communication. Speaking is a skill to use language that can express thought, opinion, and to share or get information and knowledge. Through retelling has been extensively provided from various authors for students' insights and understanding processes and also provide an opportunity for the students to present their ideas. This research also used retelling story to analysed students speaking skill. Retelling is a reading or reading that is heard in which the reader or listener tells what that remembers. Eliwarti (2013) said retelling story is a basic

lesson that can enhance student understanding and also clear that art or story works can be in the form of poetry and prose.

The researcher gave the picture series as the media and gave story in front of the class for students and after the researcher finished tell the story for the first time, the researcher retell the story again to make sure students can remember. Then, researcher asks the students' to retell that story with their version and the researcher can give some question about the story.

Based on the observation during teaching in SMK Kesehatan Widya Tanjungpinang, the researcher has found several problems related to students' speaking skill. Most of the students' had low in speaking. When students asked to practice speaking, several students' still not had self-confidence to speak in front of the class especially in English. They would face problems dealing with fluency and be afraid of making mistakes especially in vocabulary, because their friends would laugh at them.

Most of students had difficulty due to lack of speaking practice in English, and students' understanding to the material was still low. Another problem is most students' had less interested in the teaching and learning process. Researchers realized that these problems could affect in teaching speaking. The teacher had to use several strategies in the problem to motivate students to speak, and the teacher must apply interesting and different teaching material.

The researcher was analysing students' speaking skill of SMK Kesehatan Widya. So, the research question is how is the students' speaking skill by retelling story? The purpose of this research is to find out and to know students speaking skill by retelling story.

II. Reseach Method

The research was carried out in the 10 grade students of SMK Kesehatan Widya Tanjungpinang, Jl. D.I. Panjaitan Km.6 No.15 Tanjungpinang, Kepulauan Riau. The subject of this research was tenth grade students of SMK Kesehatan Widya Tanjungpinang, there were 14 students at the class. The instrument was speaking test, which was record the voice and made into an audio. The researcher used qualitative research design as research methodology. Biklen (2007) said qualitative is a data that can be formed in a words or a description, far from number. The researcher deals with data in words rather than number. (Lodico, 2006) said that qualitative researchers focus on the study of social phenomena and are committed to expressing the feelings and opinions of the researched.

To analyse the data, represent about some components of speaking score according by (H.Douglas Brown, 2001).

Score	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
1	Pronunciation errors are common, but native speakers can understand it. This language is usually used to deal with foreigners trying to speak the language	Grammatical errors are common, but native speakers may become accustomed to their native language when dealing with foreigners.	Oral vocabulary is not enough to express the most basic needs.	There is no fluent description. Please refer to the other four language domains to understand their fluency.	Within the scope of this very limited language experience, if it is delivered in the form of slow speech, repetition or repetition, simple questions and statements can be understood.
2	The accent is easy to understand,	You can usually handle basic	With sufficient vocabulary, he	Can confidently handle most	The main points of communication on

	although it is usually very imperfect.	structures fairly accurately, but you don't have a complete grasp of grammar.	can express his meaning simply through some circumlocution.	social situations, but not most social situations, including introductions and casual conversations about current events, as well as all information about work, family, and autobiography.	most non-technical topics can be obtained.
3	Mistakes will never interfere with understanding, nor will they interfere with native speakers. The accent may obviously be foreign.	The grammar control is very good. Be able to speak the language with sufficient structural accuracy to effectively participate in most formal and informal conversations on practical, social, and professional topics.	Can speak a language with sufficient vocabulary to effectively participate in most formal and informal conversations on practical, social, and professional topics. The vocabulary is broad enough that he rarely needs to be excited about a word.	The specific benefits of ability can be discussed reasonably easily. Very little need to fumble.	The ability to understand at a normal speaking rate is quite complete.
4	Errors in pronunciation are very rare.	Be able to use the language accurately at all levels that usually meet professional needs. Syntax errors are very rare.	Can understand and participate in any conversation within the scope of this experience with a high vocabulary.	Able to use the language. Fluency in English at all levels generally related to professional needs. Can fluently participate in any conversation within the scope of this experience.	Can understand any dialogue within the scope of this experience.
5	Equivalent to and fully accepted by well-educated native speakers.	It is equivalent to a well-educated native speaker.	Well-educated native speakers will fully accept all levels of pronunciation with their various functions (including the breadth of vocabulary and idioms). Spoken	Fully fluent language allows well-educated native speakers to fully accept his speech.	It is equivalent to a well-educated native speaker.

			language and related cultural references.		
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And the researcher used Vagias and Wade (2006) to categorized the students' speaking skill.

1 – worse	2 – Fair	3 – Good	4 – Very Good	5 – Excellent
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Figure 1. The Category of Score

III. Findings and Discussion

After the researcher collected the data based on components of speaking score according by Brown (2001), the researcher got the data displayed on table below:

Students	P	G	V	F	C	Total	Score	Category
1	1	3	2	1	2	8	1,6	Poor
2	2	2	2	1	3	10	2	Fair
3	3	3	3	3	3	15	3	Good
4	2	2	2	2	3	11	2.2	Fair
5	2	2	2	2	3	11	2.2	Fair
6	2	2	2	1	2	9	1.8	Poor
7	3	3	3	3	3	15	3	Good
8	3	3	3	3	3	15	3	Good
9	2	2	2	1	2	9	1.8	Poor
10	3	2	2	2	3	12	2.4	Fair
11	2	2	1	1	3	9	1.8	Poor
12	1	1	1	1	2	6	1.2	Poor
13	2	1	1	1	2	7	1.4	Poor
14	2	1	1	2	2	8	1.6	Poor
The mean score							2,1	Fair

Discussion

First, students' speaking skill in pronunciation, there are some students still had some mispronunciation in speaking. It meant some students had fair and poor in pronunciation. Students had problems with their pronunciation when they retelling the story like still frequent repetition in speaking because when they pronounced some words which they found difficult, students tend to repeated the word until they think it fits, that makes the students had less confident and maybe students are also embarrassed or nervous so students mispronunciation the word. Next, students' speaking skill in grammar, researcher got there are some students still had many grammar mistakes that block meaning and often rearrange sentences. When the students retelling the story, they had some sentences are difficult that could not be understood. Third, students' speaking skill in vocabulary, there are some students still had used wrong vocabulary and had limited vocabulary. The students' was felt difficult to express their idea when retelling the story. Then, students' speaking skill in fluency, there are some students still could not speak fluently and they did not had expression and intonation appropriately. Most of students when retelling the story had problems like say, "eem... emm..." to fill vagueness during they speak sand also repeated several words. Fluency in speaking was often interrupted, resulting in insecurity. The last is students' speaking in comprehension, there are some students had good comprehension when the students retelling the

story. Understand most of the picture series has given so that students could be understood when they retelling the story.

The result showed that the mean score of students speaking skill at grade tenth was 2,1. According Vagias and Wade (2006), the score 2 was categorized as fair. It meant that the students speaking skill at tenth grade of SMK kesehatan Widya was fair.

IV. Conclusion

Based on data, the researcher could be concluded that the students speaking skill of the tenth grade in SMK Kesehatan Widya TanjungPinang, mostly had fair speaking skill in pronunciation, grammar, and vocabulary. In fluency, students had poor category because there are some students' pronunciation still bad. Meanwhile, in comprehension of speaking skill, most of students had good category. Overall, students speaking skill at tenth grade of SMK Kesehatan Widya was fair based on the average score.

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