



IMPROVING STUDENTS' MOTIVATION IN SPEAKING ABILITY BY USING STORY RETELLING

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Abstract

This study investigated story retelling in relation to students' motivation in speaking ability of narrative story. The objectives of the study were to find out: (1) Problems faced by the students of the grade XI of SMA N Jatitujuh in teaching learning process of speaking, (2) How story retelling was implemented in speaking class, (3) How story retelling improved students' speaking ability in speaking class, (4) How story retelling improved students' motivation in speaking class. The design of this research was three cycles of Classroom Action Research. The participants of the research were 30 students of eleventh graders of SMAN Jatitujuh, Majalengka. The study used questionnaire, observation and test as the instruments. The data of the research were collected through questionnaire, observation and test. The results of the study were firstly, the students got bored and tended to be passive, they were lack of grammar, vocabularies, fluency and correct pronunciation. Secondly, story retelling was implemented by using group discussion, students experienced to retell the story both in group and in front of the class. Thirdly, the result of students' speaking skill showed some improvements as follows; from pre-cycle to cycle 1 increased 6%. From cycle 1 to cycle 2 increased 9.92 % and from cycle 2 to cycle 3 increased 7.31 %. Fourthly, based on the observation, the students who have high motivation increase from 37% in the pre-cycle to 40 % in the first cycle then become 70 % in cycle 2 and finally 90 % in cycle 3. The result of students' motivation based on the questionnaire from pre-cycle to cycle 1 increased 9.29 %. From cycle 1 to cycle 2 increased 10.97% and from cycle 2 to cycle 3 increased 4.74%. Based on the findings, story retelling could improve students' motivation in speaking ability of the second semester students of SMAN Jatitujuh Majalengka academic year 2014/2015.

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INTRODUCTION

English is an international language. It is very essential for people to master it, especially in spoken form. People communicate in English when they go abroad. Accordingly, they must prepare it well, especially students for their future. Speaking is one of skills which students must master. The skill is related to the implementation of Curriculum 2006 in comprehending the English materials. Mastering English speaking gives direct effects to the learner to enjoy the language. They can directly get the benefit when they have capability to speak English.

In the need to determine the classroom problems of XI A class of SMA N Jatitujuh, researcher did some early actions. Those actions included evaluating the teacher and the students. Then researcher concluded that the main problem of the class was that the students completely lacked of motivation and lacked in speaking skill.

The questionnaire in pre study also had shown if students were lack of motivation. Considering to the reason above, finally, the teaching technique used in the research would be story retelling to improve students' motivation in speaking ability. According to Farrel (1991:8) story retelling give many benefits for learner include reading motivation, active listening comprehension, a modeling of oral language, bonding, providing a safe environment for oral and written language sharing. Tanner (1991: 55) said that story retelling is an act of sharing, often as important to the storyteller as to the listener. It was good opportunity for students to improve their motivation in order to get better English speaking skill.

The previous research conducted by Kartika (2013). This research described how script paired learning improve students' confidence in speaking English. This technique have successfully done to gain students confidence in speaking class. The research was conducted in two cycles. The findings showed that there were improvements in students'

speaking skill and also attitude. In the final cycle or cycle two, students' motivation increased around 28.01% while the speaking skill improve to 30%. The researcher was curious whether story retelling still effective to improve students' motivation in speaking class.

The next study was conducted by Mar'ah Hidayati (2013). This research described how role-play technique improved students' motivation in speaking class. This study was conducted in classroom action research. The research was conducted in the eight graders at the state junior high school 1 Brebes in the academic year of 2012/2013. The findings showed that the implementation of the role playing technique could improve the students' motivation in the aspects of interest, concentration, diligence and satisfaction. Based on the questionnaire data, the students' motivation improved from the average scale of 3.34 at the first cycle to the scale of 4.41 at the second cycle. It means that at the first cycle, the students motivation was on good level, whether at the second cycle, students' motivation reached very good level. Related to the researcher's study, the researcher would like to use different approach to improve students' motivation in speaking class. While Hidayati used role play technique, the researcher would like to used story retelling to improve students' motivation in speaking class. The research would be done in three cycles.

The next study was done by Asniatih (2009). This thesis discussed about the process of teaching speaking through storytelling in English class in MAN Kendari. The purposes of the study are: (1) describing how speaking is taught through storytelling; and (2) elaborating the kinds of oral production that the students carried out during the process. The results of this study showed that teaching speaking through storytelling was conducted integrated with other skills, such as listening, reading, and writing skills. Related to the researcher's study, the researcher would like to adopt the story retelling to improve the students' speaking skill and also students' motivation. The main focus of the

researcher's study would be the improvement of students' motivation. While Asniatih (2009) tried to improve students' speaking skill in her research, the researcher would like to improve motivation as the main focus and speaking ability as the supported result.

Motivation

Harmer (2001: 51) says that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Motivation is one of the important factors that influence individual levels of success in any activities. Motivation could be defined as a power that involves desire, effort, and enjoyment which gives someone energy to do something or move toward an end or goal. Nowadays, motivation plays important role for students to achieve their goal in learning.

Speaking Skill

Speaking skill is very important to have for people particularly students. People can share information through speaking. Speaking is productive skill. It is vital skill to master when we learn new language. Because basically, when we learn a new language, the main goal is to have capability to use it in daily communication, in the form of speaking. Therefore it plays important role in communication. Mastering English speaking gives direct effects to the learner to enjoy the language. They can directly get the benefit when they have capability to speak English. Brown (1994) cited in Florez (1999) defines speaking as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is to communicate thoughts, opinion, or feeling by uttering with the voice

Story Retelling

Tanner (1991: 55) said that story retelling is an act of sharing, often as important to the storyteller as to the listener. Story retelling could come from imagination or from stories heard or read. Students would feel as they experienced the story by themselves. It created a link with the oral tradition and with literature. Story

retelling is a part of speaking activities in the classroom, an effective teaching tool that enables students to focus on the story. Story retelling provided procedures enable students to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story. This activity increases their language development.

The objectives of the study were to find out: (1) The problems were faced by the students of the grade XI of SMA N Jatitujuh in teaching learning process of speaking; (2) How story retelling be implemented in speaking class; (3) How story retelling improved students' speaking ability in speaking class; and (4) How story retelling improved students' motivation in speaking class.

METHODOLOGY

The research is carried out in classroom action research (CAR). Classroom action research is an action research conducted in classroom, which action research aims to contribute both to the practical concerns of people in an immediate problematic situation simultaneously (O'Brien, 2001). There were two main reasons why this research will be done in classroom action research. Firstly, it tries to find out the problems existing in teaching learning process. Secondly, it tries to find out the solution of the problems and also to implement the solution. The subject of the study is XI Science 1 class of SMA N Jatitujuh that was located in Bojong Danu, Jatitujuh subdistrict, Majalengka West Java. There are 30 students consisting of 11 male and 19 female. The writer follows Kemmis and McTaggart's Classroom Action Research design. His design consists of several cycles, which in each cycle has several actions. His design consists of several cycles, which in each cycle has several actions. It can allow those who use it to assume that: "The general idea should be allowed to shift. 'Reconnaissance' should involve analysis as well as fact-finding and should constantly recur in the spiral of

activities, rather than occur only at the beginning. ‘Implementation’ of an action-step is not always easy and one should not proceed to evaluate the effects of an action until one has monitored the extent to which it has been implemented” (Elliot in Hopkins, 1999: 50). It means that if a cycle has been implemented, there should be a reflection process and re-planning process. Then the re-planning result should be done in a new cycle format. One cycle is followed by other cycles and hence forth until there are changes as goals, which was planned.

There are two kinds of data collected during the research: qualitative and quantitative data. The data collected in pre-test and post test of each cycle. The qualitative data were collected through observation during the activity, while quantitative data were collected through questionnaire and speaking test.

Three motivation criteria are used, in the research. They are enthusiasm in listening to

lesson, interest in responding to lesson and question and commitment to work with colleagues. Each criterion has four levels: inadequate, adequate, good and very good. While to sharpen the data about motivation, questionnaire are also used. They are 25 questions to analyze students’ motivation during the speaking class. Speaking test in the form of monologue of story retelling was used to evaluate students’ improvement in speaking ability.

RESULTS AND DISCUSSION

To show the students’ motivation and speaking ability in three cycles, there were summaries of the development of the students’ motivation and speaking ability were presented in the following chart.

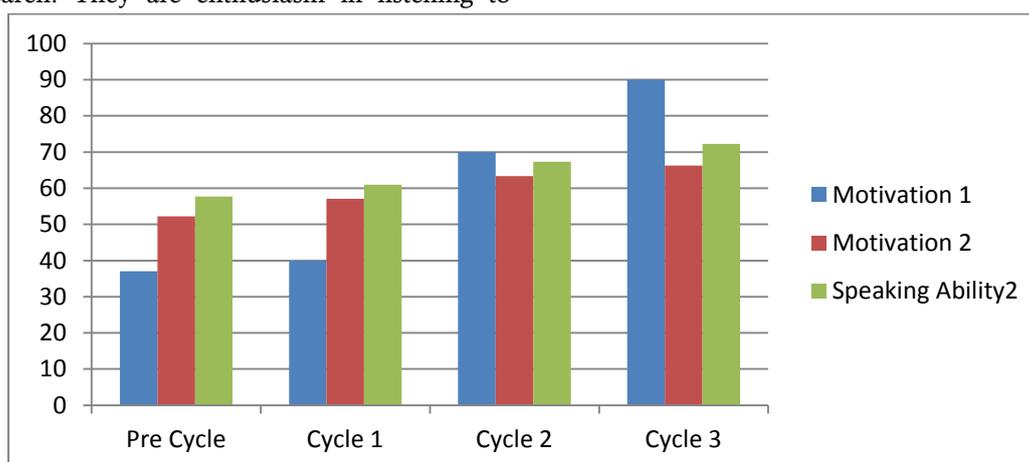


Chart 1: Development of the students’ motivation and speaking ability

We could see in the chart that there were motivation 1 and motivation 2. Motivation 1 was the result from observation process in the speaking class while motivation 2 was the result from questionnaire in every post of the cycle.

Based on the finding of this study, from observation analysis, the students who have high motivation increase from 37% in the pre-cycle to 40 % in the first cycle then become 70 % in cycle 2 and finally 90 % in cycle 3. It means that there were significant improvements of students’ motivation in speaking class during the implementation of story retelling.

The result of students’ motivation based on the questionnaire from pre-cycle to cycle 1 increased 9.29 %. From cycle 1 to cycle 2 increased 10.97% and from cycle 2 to cycle 3 increased 4.74%. It means that there were significant improvements of students’ motivation in speaking class during the implementation of story retelling.

The result of students’ speaking skill also showed some improvements as follow; from pre-cycle to cycle 1 increased 6%. From cycle 1 to cycle 2 increased 9.92 % and from cycle 2 to cycle 3 increased 7.31 %. It means that story

retelling could improve students speaking ability.

The research had been done and there were some weaknesses of the result and process. This could be caused by the instrument used and the time used in the research. Motivation can be influenced by some factors. In this research, the researcher limited and focused the factors into story retelling. The improvements of students' motivation during the implementation of story retelling were significant. The improvement of students' speaking ability also improved significantly. They were presented in every cycle, from cycle 1 to cycle 2, cycle 2 to cycle 3.

CONCLUSION

The first question in the statement of the problems of the research asked about the problems faced by students of the grade XI of SMA N Jatitujuh in teaching learning process of speaking. There were several problems faced by students in joining speaking class. The first one was that the situation in the speaking class was boring and students tend to be passive. They just watched and spoke in minimum words. They did not show enough effort to speak in English. They were looked confused with the lesson they faced. Students tend to be passive. It indicated if they had low motivation.

The second one was that most of students had problem in the most aspects of speaking. They pronounced the words incorrect; they still pronounced the words as in Indonesian. Their grammar was also still incorrect. Most of them still had problem in differentiate verb 1 and verb 2. They were also lack of vocabularies. Sometime they mixed the words with bahasa. Their fluency was also weak. The students' comprehensions were also poor. It indicated that most of students had problem in most aspects of speaking skill. They felt boring with the technique they got in the speaking class before. Hence, the researcher tried to implement a new way to stimulate students' interest and motivation by using story retelling.

The second question of the research was about how the implementation of story retelling

in speaking class. Story retelling be implemented in speaking class in three cycles of classroom action research. The first cycle was that teacher gave examples of story retelling of narrative in front of students. Then teacher divided the class into some groups. Teacher also gave title and some key words to help and guide students construct their story. Students were asked to construct their story based on the title given by teacher. They prepared their narrative story in group of four. The stories were legends. Then they were asked to retell the story in group then in front of their friends in the class. The result was still poor. Most students still have problems with their story. The first problem related to the pronunciation, vocabularies and grammar. The researcher then decided to add spelling in every key word given in each group and reminded students of how past tense was used in narrative story. The second problem related with students attitude in joining the group in speaking class. The researcher emphasizes them to be more active and creative in doing the task.

In the second cycle, teacher did the same steps as the first cycle. Teacher explained more of past tense and gave more pronunciation to the key words given. The result was better than before. They showed improvement in the aspects of speaking. They showed better improvement in pronunciation, vocabularies and grammar. They also used past tense better in narrative story. Students were more active and creative in doing the task.

In the third cycle, teacher also did the same steps as the second. The result was better than before. They showed improvement in the aspects of speaking. They showed better improvement in pronunciation, vocabularies and grammar. They also used past tense better in narrative story. Students were more active and creative in doing the task.

The third question of the research was how story retelling improved students' speaking ability in speaking class. Story retelling had improved students' speaking ability in speaking class. The result of students' speaking skill also showed some improvements as follows; from pre-cycle to cycle 1 increased 6%. From cycle 1

to cycle 2 increased 9.92 % and from cycle 2 to cycle 3 increased 7.31 %. When students' motivation improved, it gave effect to their speaking skill. Students were more relax in joining the class and it improved their comprehension of the material. The process of speaking ability improvement were done step by step.

The final question of the research was how story retelling improved students' motivation in speaking class. Story retelling had also improved students' motivation in speaking class. Story retelling had given new atmosphere and brought new experience in the speaking class. Students were more active, they looked enjoyed their speaking class. Based on the finding of this study, from observation analysis, the students who have high motivation increase from 37% in the pre-cycle to 40 % in the first cycle then become 70 % in cycle 2 and finally 90 % in cycle 3. It means that there were significant improvements of students' motivation in speaking class during the implementation of story retelling.

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