

**THE USE OF RETELLING - STORY
TECHNIQUE IN TEACHING SPEAKING IN
THE EXTRA CURRICULAR ACTIVITY TO
THE FIRST YEAR STUDENTS AT
SMU DAPENA II SURABAYA**

A THESIS

**In Partial Fulfilment of The Requirements for
The Sarjana Pendidikan Degree in
English Language Teaching**



By :

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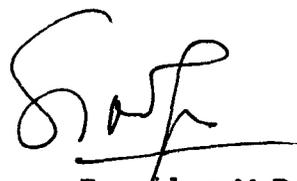
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This thesis entitled THE USE OF RETELLING-
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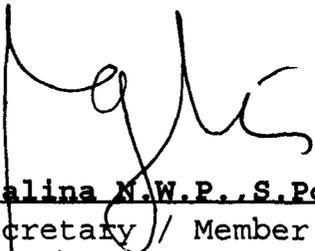
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This thesis has been examined by the committee on oral examination with a grade of.....

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A B S T R A C T

Widiastoeti, Novitri, The Use of Retelling-Story Technique in Teaching speaking in the Extra-Curricular Activity to the First Year Students at SMU Dapena II Surabaya.

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The 1994 English Curriculum states that one of the objectives of Teaching English at Senior High School is to develop students' ability in using simple English orally to express the function of language. In developing students' speaking ability, the English teachers have tried to encourage the students to speak. Unfortunately, the students' often face difficulties in speaking especially in expressing ideas because they are reluctant to speak English in class.

In this study retelling-story technique is proposed to give students interest and motivation to speak English. Retelling-story is used since stories are interesting, helpful, and easy to get and prepare. Therefore, retelling-story will help the students in expressing their ideas and developing their fluency, vocabularies and pronunciation in English.

The accessible population of this study is the first year SMU students in Surabaya. It is because that they have more chance to practice English than those of the other classes. As the sample, this study used the students of the English extracurricular activity from SMU Dapena II Surabaya. The reason for choosing the extra curricular activity is that they really are interested in English and willing to join the course from basic to advanced. There are fifteen subjects of this study.

For the research, seven observations have been done using action research involving this following methodology: preparation which deals with the preparation of all the things needed for carrying out the experiments; action which concerns with the realization of the experiments which is done seven times; observation which has something to do with all that is going on in

the classroom and whether the action goes as planned; and reflection which deals with the report of what the teacher and the students have done in the classroom and whether there is improvement or new invention concerning the teaching of speaking.

After going through the seven observations along the observation and data collection, the writer finds out that the result is satisfactory. There are improvements both in the average marks of the major aspects (activity, idea, clarity) and minor aspects (briefness of the story, vocabulary, fluency).

The students seem to like the stories and join the class actively by telling their stories, asking and answering questions about the stories or their friends' stories. From this result, it can be concluded that the use of retelling story can motivate the students to practice speaking and that the class becomes more alive and enjoyable than the usual classes, in the sense that the students feel more active in expressing their feelings and thought either about the retelling-story or their friends' stories.