A STUDY ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 2 RUMBIO JAYA IN RETELLING FAIRY TALES

Yesi Angraini, Fakhri Ras, Syafri K
Email: angrainiyesi@ymail.com, fakhriras@yahoo.com,Syafrika51@yahoo.co.id
Contact Person: 085271754852

Students of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education
Universitas Riau

Abstract: *This descriptive research was aimed to find out the ability of the first year students of SMA Negeri 2 Rumbio Jaya in retelling fairy tales. The research data were collected on July 2016. The subject of this research was class X1 consisted of 25 students. The data were collected by giving text to the students in term of fairy tales namely Putri Pandan Berduri, Keong Mas (The Golden Snail), Lutung Kasarung, Bunga Batu (The Stone Flower), and Bawang Merah dan Bawang Putih (Onion and Garlic). The students were asked to retell fairy tales in front of the class. During the students retelling the story, three raters were listening and checking the students' performance. The students were given scores by three raters based on the five components of speaking namely pronunciation, grammar, vocabulary, fluency and comprehension. Based on the research findings, it was found out thatthe ability of the first year students in retelling fairy tales is in mediocre level with the mean score 45.92. Then, the result showed that no student was in excellent level and 3 students (12%) reached good level. Furthermore, 15 students (60 %) were in mediocre level. Moreover, 7 students (28%) were in poor level and no student got the score in very poor level.*

Key Words: *Students' Ability, Retelling, Fairy Tales*

STUDI TENTANG KEMAMPUAN SISWA TAHUN PERTAMA SMA NEGERI 2 RUMBIO JAYA DALAM MENCERITAKAN KEMBALI DONGENG

Yesi Angraini, Fakhri Ras, Syafri K
Email: angrainiyesi@ymail.com, fakhriras@yahoo.com,Syafrika51@yahoo.co.id
No. HP: 085271754852

Mahasiswa Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstract: Penelitian deskriptif ini bertujuan untuk mengetahui kemampuan siswa tahun pertama SMA Negeri 2 Rumbio Jaya dalam menceritakan kembali dongeng. Data penelitian dikumpulkan pada Juli 2016. Sampel dari penelitian adalah kelas X1 yang terdiri dari 25 siswa. Data dikumpulkan dengan memberikan teks kepada siswa yang berhubungan dengan dongeng yaitu Putri Pandan Berduri, Keong Mas, Lutung Kasarung, Bunga Batu dan Putri Kaca Mayang. Siswa di minta untuk menceritakan kembali dongeng di depan kelas. Pada saat siswa menceritakan kembali cerita, tiga orang penilai mendengarkan dan memeriksa penampilan siswa. Siswa diberikan skor oleh tiga orang penilai berdasarkan lima komponen speaking yaitu pengucapan, tata bahasa, kosa kata, kelancaran, dan pemahaman. Berdasarkan hasil penelitian ditemukan kemampuan siswa tahun pertama SMA Negeri 2 Rumbio Jaya dalam menceritakan kembali dongeng berada dalam level sedang dengan skor rata-rata 45.92. Kemudian, hasil menunjukkan bahwa tidak ada siswa yang memiliki level baik sekali dan tiga siswa (12%) mencapai level baik. Selanjutnya, 15 siswa (60%) berada di level sedang. Selain itu, 7 siswa (28%) memiliki level rendah dan tidak ada siswa yang memperoleh skor di level rendah sekali.

Kata Kunci: Kemampuan Siswa, Menceritakan Kembali, Cerita Dongeng

INTRODUCTION

According to Fulcher (2003), speaking is the verbal of language to communicate with others. It means that the main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener. Furthermore, speaking is one of the important language skills that have to be learned well by students in learning English. If students want to speak English fluently, as Harmer (2001) says they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people.

According to Depdiknas (2006), the standard of competence for the speaking skill, senior high school students are expected to be able to express meaningful ideas for both simple transactional (to get something done or get the information) and interpersonal (to get in touch with others for social purposes), communication to interact with people in their nearest environment. The students at this level are targeted to achieve the informational level that is to be able to communicate orally and in written form to find information. It means that, Senior High Schools' students are expected to be able to speak fluently in speaking activity.

One of attractive activities that can be chosen in speaking class is retelling story. The students will retell story in the classroom. In this type of students' activity, the students may retell story about fairytales. By this activity, students will be enthusiastic in retelling story, and automatically they will speak English while retelling story. In retelling story, it is necessary to pay attention to five components; content, grammar, vocabulary, pronunciation, and fluency. Stoicovy (2004) states that retelling is a process of re-memorizing what we listened to and read. It means that, for retelling activity students express idea and message based on their understanding.

According to Haase (2008) fairy tales are literary narratives which include the episodic structure and constructed primarily on motifs; the genre is unabashedly fictional; the setting indefinite; the mode of reality in which the characters move is supernatural or fantastic; language is formulate includes repetitions and characterizations. Fairy tales help students in learning different language aspects such as grammar, new vocabulary and values. In addition, fairy tales can influence positively on students' interest in learning process. Fairy tales can motivate students to learn and make lesson more interesting. Also, students can begin to develop their thoughts, creating their own story to tell in class. Furthermore, fairy tales are fairly short and help to keep students interested during the whole story in order to get the happy end. Then, Fairy tales improve students' verbal communication skills, so that students can communicate more easily using easy words.

The phenomena that writer got from the school is the students have already learned English but they tended to be passive and did not participate actively in class. This caused by some factors, firstly the students tend to keep silent when the teacher invites them to interact using English in the classroom. Secondly, the students had difficult to express the language clearly and it is caused misunderstanding between students and teacher. Thirdly, retelling fairy tales rarely applied in learning process.

Therefore, the phenomenon made the writer curious to know how is the ability of the first year students of SMA Negeri 2 Rumbio Jaya is in retelling fairy tales.

Based on the explanation above, the writer wanted to conduct a descriptive research entitled: *A Study on the Ability of the First Year Students of SMA Negeri 2 Rumbio Jaya in Retelling Fairy Tales*.

METHODOLOGY

This research was conducted at SMA Negeri 2 Rumbio Jaya. This research belongs to descriptive research. According to Gay (2009), descriptive research is research that determines and describes the way things are; involves collecting numerical data to test hypothesis or answer questions about the current subject of the study. It means that descriptive research is a research that describes an event, a phenomenon happening now which is related to the condition occurs at that time. This research used quantitative data, which is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest (Gay, 2009). There are some ways to conduct this type of research such as: formulating problem, collecting information, and selecting the data collection.

The population of this study was the first year students of SMA Negeri 2 Rumbio Jaya. According to Gay (2009) population is the larger group from which a sample is selected or the group to which the researcher would like to generalize the results of the study. In this study, the population included all the first year students of SMA Negeri 2 Rumbio Jaya in the academic year 2015/2016 that were 100 students. The students were divided into 4 classes, Class X1, X2, X3 and X4. The writer used cluster random sampling method in order to get the sample. The writer used four pieces of papers and the papers were rolled and put in a box. The writer asked all chairman from each class X1- X4 to pick out only one piece of paper. There was only one of the papers written the word SAMPLE on it. Furthermore, the chairman who got the paper which was written as sample, his class became the sample of this research. Then, the samples of this research were 25 students of X1 class.

The research instrument is consisted five fairy tales. In order to get the data for this research, the writer were given texts in terms of fairy tales to the students. The students were asked to retell fairy tales based on the topics givens; Putri Pandan Berduri, Keong Mas (The Golden Snail), Lutung Kasarung, Bunga Batu (The Stone Flower), and Putri Kaca Mayang. Retelling activity was aimed to know students' ability in retelling fairy tales.

Table 1 the Blue print of the Instrument

No		Topics	Times (minutes)
1		Putri Pandan Berduri	3 to 5
2		Keong Mas	3 to 5
3	Fairy Tales	Lutung Kasarung	3 to 5
4		Bunga Batu	3 to 5
5		Putri Kaca Mayang	3 to 5

During the times on which the students were retelling the story, three raters were listening and checking based on the five components of speaking namely pronunciation, grammar, vocabulary, fluency and comprehension. The stories were recorded to get the reliable data. Finally the score of the three raters were summed up and then divided by three.

To know the total score of students, the following formula was used:

$$\text{Total Score (TS)} = P+G+V+F+C$$

Where:
TS = Total score
P = Students' pronunciation
G = Students' grammar
V = Students' vocabulary
F = Students' fluency
C = Students' comprehension

To know the real score of students, the following formula was used:

$$RS = \frac{TS}{25} \times 100$$

Where: RS = real score for each individual
         TS = total score of speaking aspect

To know the individual students score, the data was analyzed by using the following formula:

$$N = \frac{R1+R2+R3}{3}$$

N   = Individual score
R1 = Rater 1 score
R2 = Rater 2 score
R3 = Rater 3 score

To know students' ability in speaking, the following formula was used:

$$N = \frac{T.\ Score}{5} \times 100\ \%$$

N = Each aspect score
T. Score = R1+R2+R3 (each aspect)

Table 2 the Classification of Speaking Ability

No	Score	Classification
1	81-100	Excellent
2	61-80	Good
3	41-60	Mediocre
4	21-40	Poor
5	0-20	Very Poor

RESEARCH FINDINGS

In this section, the writer presents the findings generating from the total scores got by three raters. The results can be seen as follows:

The Students' Ability According to the Three Raters in Terms of Each Speaking Components

Figure 1 Students' Pronunciation Score Based on Three Raters
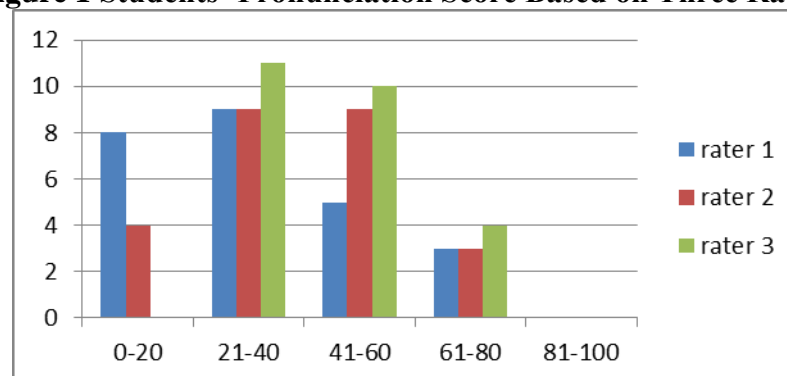
From figure 1, it can be seen that from rater 1 there are eight students reached the scores ranging from 0-20. Then, nine students got the scores ranging from 21-40. Five students achieved the scores ranging from 41-60. Three students got the scores ranging from 61-80. None of the students got the scores ranging from 81-100. From rater 2, there are four students reached the scores ranging from 0-20. Then, nine students got the scores ranging from 21-40. Nine students achieved the scores ranging from 41-60. Three students got the scores ranging from 61-80. None of the students got the scores ranging from 81-100. From rater 3, none of the students got the scores ranging from 0-20. Eleven students achieved the scores ranging from 21-40. Then, ten students reached the scores ranging from 41-60. Four students got the scores ranging from 61-80. None of the students got the scores ranging from 81-100.

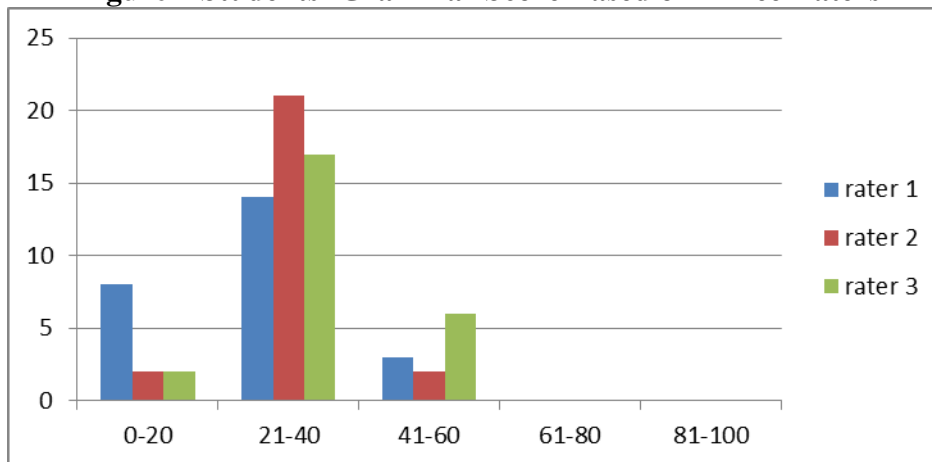**Figure 2 Students' Grammar Score Based on Three Raters**

Figure 2 indicates that from rater 1 there are eight students reached the scores ranging from 0-20. Then, fourteen students got the scores ranging from 21-40. Three students achieved the scores ranging from 41-60. No students got the scores ranging from 61-80. None of the students got the scores ranging from 81-100. From rater 2, there are two students reached the scores ranging from 0-20. Then, twenty one students got the scores ranging from 21-40. Two students achieved the scores ranging from 41-60. No students got the scores ranging from 61-80. None of the students got the scores ranging from 81-100. From rater 3, two students got the scores ranging from 0-20. Seventeen students achieved the scores ranging from 21-40. Then, six students reached the scores ranging from 41-60. No students got the scores ranging from 61-80. Furthermore, none of the students got the scores ranging from 81-100.

Figure 3 Students' Vocabulary Score Based on Three Raters
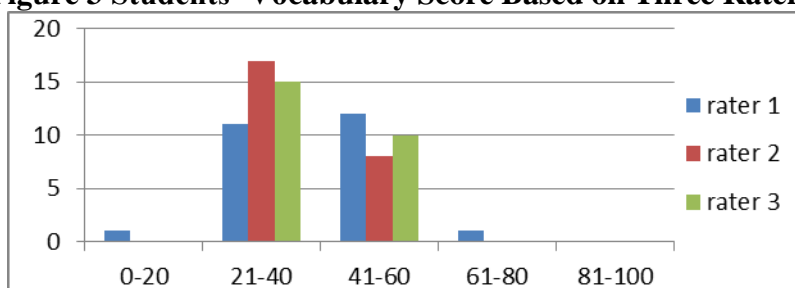
From figure 3, it is shown that from rater 1 only one student reached the scores ranging from 0-20. Then, eleven students got the scores ranging from 21-40. Twelve students achieved the scores ranging from 41-60. One student got the scores ranging from 61-80.None of the students got the scores ranging from 81-100. From rater 2, none of the students reached the scores ranging from 0-20. Then, seventeen students got the scores ranging from 21-40. Eight students achieved the scores ranging from 41-60. No students got the scores ranging from 61-80. No students got the scores ranging from 81-100. From rater 3, none of the students got the scores ranging from 0-20. Fifteen students achieved the scores ranging from 21-40. Then, ten students reached the scores

ranging from 41-60 and no students got the scores ranging from 61-80. None of the students got the scores ranging from 81-100.

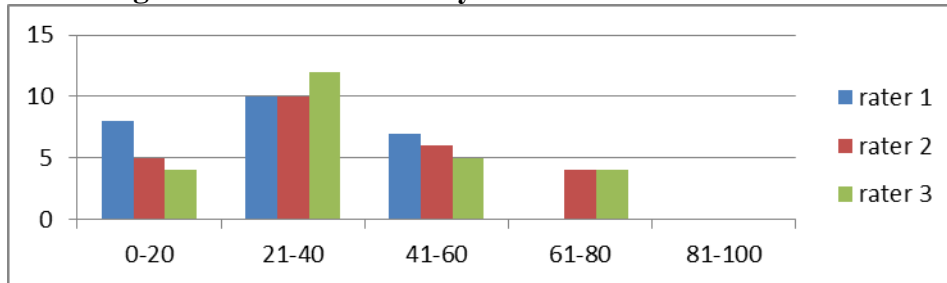**Figure 4 Students' Fluency Score Based on Three Raters**

Figure 4 shows the students ability in fluency based on three raters have variation. From rater 1, there are eight students reached the scores ranging from 0-20. Then, ten students got the scores ranging from 21-40. Seven students achieved the scores ranging from 41-60. No student got the scores ranging from 61-80. None of the students got the scores ranging from 81-100. From rater 2, there are five students reached the scores ranging from 0-20. Then, ten students got the scores ranging from 21-40. Six students achieved the scores ranging from 41-60. Four students got the scores ranging from 61-80.None of the students got the scores ranging from 81-100. From rater 3, there are four students got the scores ranging from 0-20. Five students achieved the scores ranging from 21-40. Then, twelve students reached the scores ranging from 41-60. Four students got the scores ranging from 61-80. No students got the scores ranging from 81-100.

Figure 5 Students' Comprehension Score Based on Three Raters
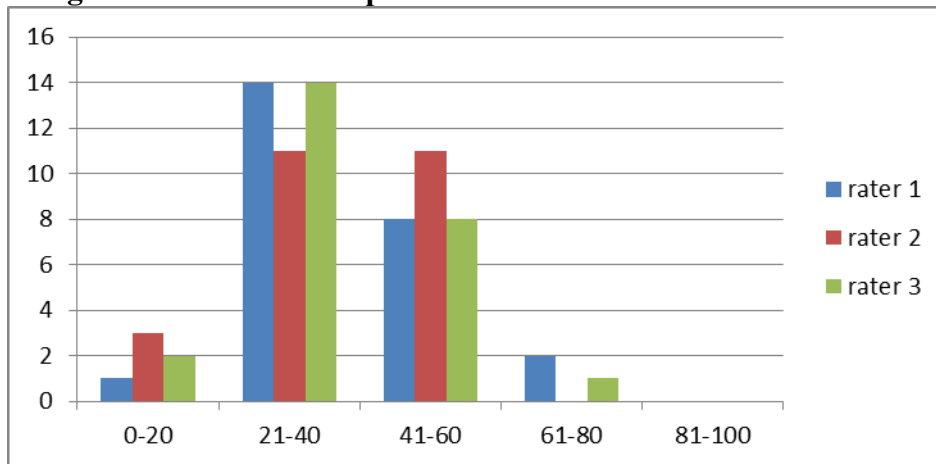
From figure 5indicates that from rater 1 only one student reached the scores ranging from 0-20. Then, fourteen students got the scores ranging from 21-40. Eight students achieved the scores ranging from 41-60. Two students got the scores ranging from 61-80.None of the students got the scores ranging from 81-100. From rater 2, there are three students reached the scores ranging from 0-20. Then, eleven students got the scores ranging from 21-40. Eleven students achieved the scores ranging from 41-60 and no student got the scores ranging from 61-80. None of the students got the scores

ranging from 81-100. From rater 3, there are two students got the scores ranging from 0-20. Fourteen students achieved the scores ranging from 21-40. Then, eight students reached the scores ranging from 41-60. Only one student got the scores ranging from 61-80. Nostudents got the scores ranging from 81-100.

Figure 6 the Percentage of Students' Ability in Retelling Fairy Tales
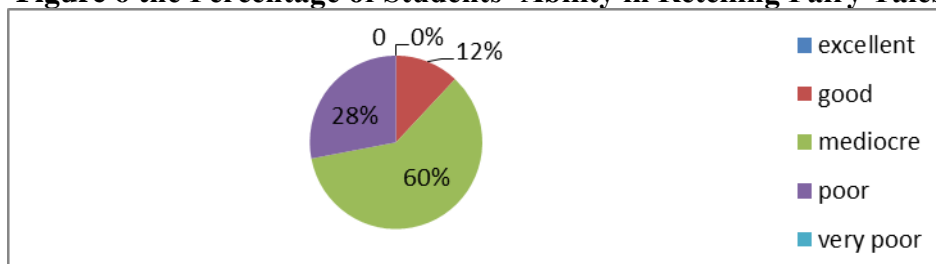

Figure 6 shows the percentage of students' ability in retelling fairy tales in all level is in different number. Considering the percentage, no one is excellent level. The highest percentage that students can gain is 60% which are 15 students in the mediocre level. Then, there are 7 students (28%) in poor level and there are 3 students (12%) in good level. In brief, it can be inferred that most of students got mediocre level in retelling fairy tales.

CONCLUSION

Considering the result of the data in chapter IV, the first year students' ability at SMAN 2 Rumbio Jaya in retelling fairy tales was mediocre. It can be seen from appendix the students' mean score 45.92 and it was categorized as 'mediocre' level. From figure 4.14 we can see that from 25 students, 15 students (60%) got the scores ranging from 41 up to 60 was categorized as mediocre level. Furthermore, 7 students (28%) reached the scores ranging from 21-40was categorized as poor level. Then, 3 students (12%) achieved the scores ranging from 61 up to 80 where was categorized as good level.

RECOMMENDATIONS

After conducting this research and explaining the speaking ability of the first year students at SMAN 2 Rumbio Jaya, in this case, the writer would like to suggest several suggestions for the English teachers, the students and the next researcher as follows:

1. For the teachers

Due to the lowest score in grammar aspect, it is recommended that the teachers are expected to give more practice in improving students' grammar acquisition. For pronunciation and fluency aspect, it is recommended that the teacher must concern

about how students pronounce letters in word sentences and how fluent they speak the words. For vocabulary and comprehension aspect, it is expected that the teacher must concern how the students use vocabulary in sentence and their understanding what is said.

2. For the students

The students are expected to practice more in speaking especially in retelling fairy tales and they should pay attention to the components of speaking; pronunciation, grammar, vocabulary, fluency and comprehension.

3. The next researcher

The next researchers are suggested to conduct further research design or with different level of students dealing with the students' speaking ability in retelling fairy tales. Furthermore, the next researcher could conduct different kind of story to enrich the research findings especially in retelling fairy tales.

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