

## CHAPTER II

### RETELLING FABLES TECHNIQUE IN MONOLOGUE

#### A. The Concept of Speaking

Generally speaking is defined as action of expressing or communicating opinions, feeling and ideas orally. Speaking is the productive skill and an important part of second language learning. Some definitions of speaking have been formulated by many experts.

Speaking is a process of uttering words, and sentences, meaningfully using oral language in order to give information and ideas. According to (Chaney: 17) cited in Solcova, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". While, Rebecca (2006: 144) cited in Pranettponkrang and Phainboonnugulkij mentioned that speaking is a part of daily life that people acquire since they are children.

Speaking is an important part of communication. By speaking, we communicate, negotiate meaning, and manage the interaction with the listener. In addition, Davidson and Dowson (1998: 80) say that 'Speech is fundamentally different from writing. It has own characteristic grammatical features and is greatly by the fact that it almost always takes place when speaker and listener are face to face. Despite this is very easy to make quick and erroneous judgments about people based on the way in which they speak'.

Furthermore, speaking is activity that has important role in the process of language learning in the classroom. The students are able to subscribe their creative thinking in sharing ideas and thoughts. Besides, speaking enables the students to persuade their mind to inform something, and to ask question based on their own point of view. Therefore, speaking is essential to share ideas and communicating in the classroom.

Based on the statements above, the researcher concluded that speaking is taught to develop the students' ability in expressing or transferring their ideas orally. Beside, speech takes place when speaker and listener are face to face. In other word, the focus of teaching is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use.

## **B. Aspects of Speaking**

Speaking is one of skills that have to be mastered by the students in learning English. In speaking, the students have to pay attention to some aspects of speaking. Based on Heaton (1988: 100) aspects of speaking consist of comprehensibility, accuracy and fluency.

The following can be explained as follows:

### **1. Comprehension**

Aspect Comprehensibility is needed and necessary to create their own sentences to deliver the story in front of the class, and it is need comprehensibility to make their sentences good.

2. Fluency

Means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly.

3. Accuracy

This aspect refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary.

### C. Basic Types of Speaking

According to Brown theory (2004: 141) there are five basic types of speaking, as follows:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2. Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements - intonation, stress, rhythm, juncture).

3. Responsive

The tasks include interaction and text comprehension but at the limited level of short conversations, standard greetings, small talk, requests, and comments.

#### 4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

#### 5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

### **D. The Concept of Monologue**

Speaking activities in the classroom consist of monologue, pair work, question and answer drill. In general, speaking activities consist of two parts there are dialogue and monologue. In dialogue, the students have partner to talk with them, but in monologue, they do it by themselves without a partner, and they need to have a lot of ideas in their mind. Davis (2007) makes differences between dialogue and monologue. Dialogue is a conversation carried on between two or more persons and monologue is interrupted speech that tells a complete story or expresses a complete line of thought. More importantly, monologue is speaking to “audience”. The activities in monologue are speech, storytelling, giving an announcement, telling about experiences and describing about someone.

According to Glencoe (2007), to observe the students' improvement in speaking monologue, while they are speaking in front of the class will:

1. Speak loudly

The speaker speaks loudly and all of the students can hear the speaker's voice.

2. Speak clearly

The speaker speaks in good pronunciation, so each word is distinct and the audience gets the point from the information.

3. Keep steady tempo

The speaker does not speak too slow or too fast in order to get the audience understanding about the monologue.

4. Relax

The speaker feels confidence to perform his/her monologue. They have eye contact and body gestures to make the audience interesting in listen the speaker's monologue.

Nunan (2003) as quoted in Kayi (2006) states that teaching monologue is to teach ESL learners to:

- a. Produce the English speech sounds and sound pattern.
- b. Use word and sentence stress, intonation, patterns, and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.

- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Actually, some English teachers experience that their students are mostly difficult to express ideas in monologue. They find some difficulties which cause them silent and hard to communication orally in English. Although monologue has several advantages, the students have difficulties to gain and to practice. It is because they just focus on reading material.

Teacher has important position in determining the teaching and learning achievement. The teacher should be able to encourage students to speak. Furthermore, Affagnoon (1990: 33) says that the more difficult half of the process is to give students and opportunity to use fluency the language they have learnt in class. Therefore, teacher should give opportunity for students to explore their opinion and idea frequently in order to improve their speaking ability. As Brown (1994: 123) states that practice enables speakers to improve their speaking. Giving opportunity to the students to speak is one way to improve students' ability in speaking. Before asking them to give oral presentation, teacher should give a period of time for the students to prepare themselves in learning to speak the language as fluently as possible when they have the motivation. There are many techniques to teach speaking subject, such as discussion group, speech, role-playing, debate, storytelling,

communication games, problem solving, and group investigation technique.

## **E. Retelling Story**

### **1. Definition of retelling**

Retelling a story is an activity to help students focus on their understanding of what they read and challenges them to communicate what they have learned to others. Retelling can come in the form of an oral presentation or a written assignment and features the main components of Characters, Setting, Problem, Events, Solution, and Theme. The easy-to-remember handprint will help students to organize their thoughts and information as they prepare to retell their stories. Koskinen et al. (1988:892) cited in Phainboonnugulkij says that retelling is useful teaching technique to encourage students in communication, and improves an oral language comprehension. It provides the readers to separate between the point ideas and supporting details and retelling helps students to understand the text's meaning. It advocates students to learn about the theory's elements such as plot, setting and character. While, Gibson et al. (2003: 17) says "Story retell is the process by which a child listens to or reads a story and summarizes, or "retells" the story in his or her own words."

And, Gibson et al, (2003) mentioned that extended use of the technique of story retelling lead to large improvements in story comprehension, making conferences, and understanding of story

structure. While, According to Larkin (1997) “Story telling involves direct contact between teller and listener. It mandates the direct presentation of the story by the letter. And the teller’s role is to prepare and present the necessary language. In order to make the students enjoy the storytelling, the researcher use fables to be presented. By using fables as the materials for storytelling the students are not bored anymore and more interest in speaking.

Furthermore, Roskos (2009: 4) says, “One of approaches can be used to help the students explore, learn and used to help the students, learn and use oral language is through Storytelling”. This opinion supported by Kayi (1998) that one activity to promote speaking is Storytelling. Through a Storytelling listeners experience a vicarious feeling for the past and the ones with various cultures of the presents as the student insight into motivates and pattern of human behaviour. Stories help the students to know themselves and to know others, so they can cope with the psychological problems of growing up. There are values in the story which are useful for experience-life that are called Education value or moral value. Moral values are necessary especially for the students in order to them can learn it.

From the statements above, the researcher concluded that retelling fables technique that can make extended lead to large improvements in story comprehension, making conferences, and understanding of story



structure students, they can learn moral values from the story. And, understanding what they have read

The benefits of Storytelling based on Ramsey (2004: 2):

- a. Sharing and creating a common experience in storytelling aids in the development of a child's ability in interpret events beyond his immediate experience.
- b. Introduce the child to oral language pattern. The child needs wide experience with spoken language, if child is to achieve success in responding.
- c. Develop child's listening skill.
- d. Develop a positive attitude on the part of child for books and reading. Storytelling is an excellent means of introducing the children to the wonderful world of book.
- e. Contribute to the social and cognitive development through shared experiences to feel joy for another's happiness or sadness at their misfortunes.
- f. Contribute to the child's mental health. Help the child to cope with his own conscious self by giving the child structure for his own daydreams and fantasies.
- g. Aid in development of an ethical value system.
- h. Introduce classic tales which all well-informed people should know.
- i. Aid in vocabulary development.

- j. Entertain and amuse the child.
- k. Enrich the various areas of curriculum, as English, history or science.
- l. Help the child appreciate his own culture heritage, as well as the heritage of others.

Stories have probably been shared in every culture and every land as a means of entertainment, education, preservation of culture and to install knowledge and moral values. Crucial elements of storytelling are including plot and characters. Stories are frequently used to each, explain or entertain.

Based on current curriculum used, namely KTSP, Narrative text is taught to the ninth grade of junior high school. Thus, the researcher chooses fables as a kind of Narrative Text as teaching material of speaking.

#### **F. Procedure of Retelling**

In procedure of retelling fable, there are some steps that is very important to be considered by the researcher. According to Benson & Cummins (2002) there are four steps of retelling stories, as follows;

1. Pre-retelling: Teacher should familiarize students with retelling introduction; how to focus main idea, how to support students, and how they work.
2. Guideline while teaching retelling: Teacher teaches students to prepare retelling and students get knowledge of story structure.

3. Story map: The students arrange to retell the story by doing story map.
4. The last, students retell the story in front of the class.

### **G. The advantages and disadvantages of retelling fables**

#### 1. The Advantages of retelling fables

In implementing of retelling fables technique in learning monologue, the students can get some advantages such as; students can share ideas each other, they can learn to arrange their own words, they learn in making decision and, they also can improve their ability in monologue. Besides, retelling stories also encouraged the students to retell the stories on their own and at home, an important confidence and language building activity. Furthermore, children will often seek out the stories they heard in text form. Their familiarity with the stories then aids them in reading the stories for themselves.

#### 2. The Disadvantages of retelling fables

In implementing of retelling fables technique in learning monologue, the students can get some disadvantages such as; need extra time. The teacher have to control students in order their story are not same to each other.

## H. The Fables Story

1.) Fable is a fiction story meant to teach a moral lesson: the characters are usually talking about animals. Example: The Three Little Pigs, The Rabbit and Crocodile, The Lion and The Mouse, etc. Fables are not only to entertain but the story also tells important truths about the way people act. Some writers of fables state the lesson or the moral at the end of the story.

2.) Fairy tales is a story for children about fairies, magic and enhancement. The story has a sense of the numinous, the feeling or sensation of the supernatural or the mysterious. Example: Snow White, Cinderella, etc.

From the explanation above, the researcher concludes that a fable is a moral tale that often features animal characters.

e) The example of fables

### **Fox and the Grapes**

The fox is very fond of itself, knowing itself to be both clever and handsome. Although the farmer chases it with a gun, the fox knows how to avoid it. Although the farmer locks up the hens and ducks each night, the fox always finds something else to eat.

One night the fox finds a bunch of juicy grapes, which are just out of its reach. Even though the fox can normally get what it wants, on this occasion the grapes remain out of its reach. So, it pretends that it didn't want them anyway, claiming that they would be sour.

*(Taken from English in focus for ninth grade, 2008)*

## **I. Previews Related Study**

There are related studies that had been conducted by other researcher.

In previous study, there are researcher who also conducted the similarly research. First, the study is conducted by Sofiatun (2008) and title is about Retelling Story as a Technique to Improve Student's Ability in Speaking English (A Case of Second-Year Students of SMK 7 Semarang). She suggested that the implementation of retelling a story as a technique to improve students' speaking ability has proved it to be successful; it was supported by the results of the post-test which was higher than the pre-test. She also stated that retelling story could determine whether the students knew the idea, can make inferences, identify concepts, generalize concepts, and connect to the text. Second, Fajri has studied the research in 2012 about the ability of the eleventh grade students in story retelling at SMK Rohmatul Ummah Jekulo Kudus by using cartoon film. Result of the study showed that the ability to retell the story of the eleventh grade students could improve speaking skill after using cartoon film to teach students.