

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH RETELLING
FOLKTALE AT THE EIGHT GRADE STUDENTS OF
SMP NEGERI 8 PALOPO**



A THESIS

**Submitted to the English Study Program of SI Tarbiyah Department of State
Collage for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd. Degree in English Education**

By,

FERAWATI

Reg. Num : 10.16.3.0034

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

THESIS APPROVAL

This thesis entitled “**Improving Students’ Speaking Skill Through Retelling Folktale at The Eight Grade Students of SMP Negeri 8 Palopo**”, which is written by FERAWATI, Reg. Number. 10.16.3.0034. English S1 Study Program of Tarbiyah Department of State College For Islamic Studies (STAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Thursday, January 8th 2015 M, coincide with Rabiul Awal 26th 1436 H. it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Education Study Program.

Palopo, 08 Januari 2015 M

26 Rabiul Awal 1436 H

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Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State College for Islamic Studies Palopo entitled, “Improving Students’ Speaking Skill Through Folktale at the Eight Grade Students of SMPN 8 Palopo”, is truly my original work. It does not incorporate any materias previously written or published by another person except does indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

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Palopo. November 2014

The researcher

Ferawati

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ABSTRACT

Ferawati, 2014, **Improving Students' Speaking Skill Through Folktale at The Eight Grade Students of SMPN 8 Palopo**. Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Under Supervisor: Dr. Rustan. S., M.Hum as the first consultant and Wahibah. S. Ag., M.Hum as the second consultant.

Key Words: Improving, speaking skill, folktale.

This thesis focuses on the improvement of student's speaking skill at SMPN 8 Palopo by using folktale. This thesis focuses on research questions are : "Does the use of folktale media significantly improve the students' English speaking skill at the eight grade students of SMPN 8 Palopo?" and "How is the students' response of using folktale in teaching speaking skill at the eight grade students of SMPN 8 Palopo?"

This research used pre experimental method with pre-test and post-test design. The pre test was given to know basic ability of the students in speaking and the post test was given to know the students' improvement in speaking skill after given the treatment, and researcher used folktale as media.

The population of this research was the eight year students of SMPN 8 Palopo in 2014 academic year. The researcher applied purposive random sampling technique which taken from class A consist of 25 students as the sample.

The result of this research shows that there were significant improvements on students' speaking skill at the eight year students of SMPN 8 Palopo after conducting the treatments by using folktale. In which the score of t_{test} (9.325) is bigger than the score of t_{table} (2.064). It means that retelling folktale gives significant improvement to students' speaking skill.

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CHAPTER I

INTRODUCTION

A. Background

Language is a means of human communication which exists whenever and wherever human because it is an integral part of human life. Without a language we will find difficulties in our life especially in communication, because we cannot communicate with the other people, we cannot express our feeling. In this modern era, language which has become the key to enter the door of global communication in English.

English is used in some specific knowledge and all affairs in this globalization era. That makes English become an international language because it can be used to communicate with the people who live in different countries with us and the people who have different language with us. Among the four skills, speaking is the fundamental and instrumental. That is why the speaking is very important, the learner of a language should have a good skill in the language, especially to avoid a possible misunderstanding in conversation. In learning a language, the student of a language may use different ways to upgrade their speaking skill. For example debate, speech, discussion and telling (picture), folktale and others. But now, we can see around us, there are so many English students and English teacher or trainers who try to upgrade the speaking skill through those ways and in fact the result is different from what they expected before.

So, the good teachers or trainers should give learners motivation by using an exact way such as through media. For the reason, the process of teaching English especially English speaking, it will be success if it is supported by some factors such as qualified teacher, supplementary materials, teaching methods and teaching media. Each of those factors must have function in teaching learning process. The function of teaching media is for helping teacher deliver their idea or knowledge in order it can be understood easily by students. In this case the researcher applies folktale as the media in teaching. This media is considered affective to motivation the students to speak English. That fact shows that retelling folktale is considered effective to improve speaking skill. It is proved Richard that:

“Effective interaction derived from the careful analysis with sufficient language input and telling folktale activities will gradually help learners speak English fluency and appropriately¹”.

Folktale was used in this research to stimulate students' interest in practicing their English speaking skill through fun and enjoyable situation, in order students have interest to speak. In addition, the researcher used folktale as a matter of speaking practice because folktale plot happened in past time. Therefore, folktale is expected to help the students understand the using of past time in a sentence when they are speaking.

¹ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (Ed I; New York: Cambridge University Press, 2002), p. 210.).

The researcher chooses SMPN 8 Palopo because there is problem about speaking skill, the students are not able to speak English. Therefore, the researcher will apply folktale as media to improve their speaking ability.

Related to the statement about, the researcher is interest in conducting a research on title “Improving Students Speaking Skill through Folktale at the Eight Students of SMPN 8 Palopo.”

B. Problem Statements

Based on the exploration in the background above the researcher formulates the research question:

1. Does the use of folktale media significantly improve the students’ English speaking skill at the eight grade students of SMPN 8 Palopo?
2. How is the students’ response of using folktale in teaching speaking skill at the eight grade students of SMPN 8 Palopo?

C. The Objectives of the Research

The objectives of the research are as follows:

1. To find out whether or not folktale media significantly improve the students’ English speaking skill at the eight grade students of SMPN 8 Palopo?
2. To know the students’ response of using folktale media improve the students’ English speaking skill at the eight grade students of SMPN 8 Palopo?

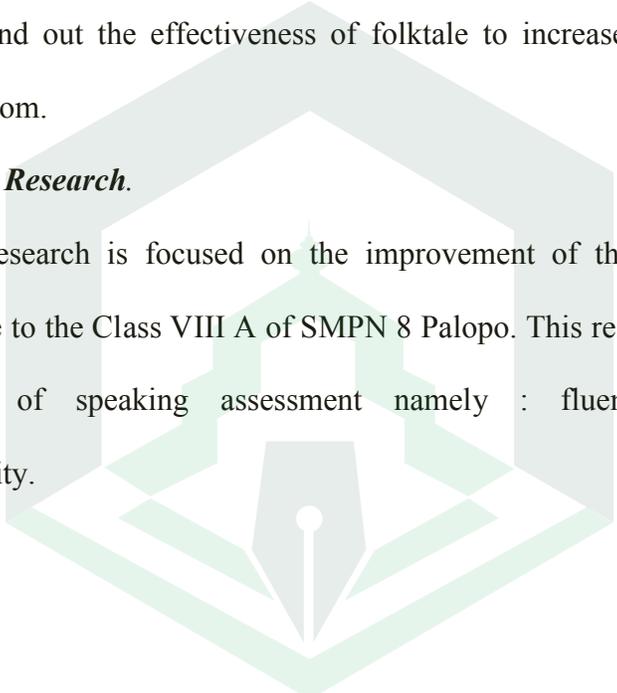
D. Significance of the Research.

The result of this research expected to:

1. Give information to the English teachers especially to SMPN 8 Palopo as effort to motivate the students to increase their students' speaking.
2. Give contribution and solution to the learners of English especially at SMPN 8 Palopo to find out the effectiveness of folktale to increase their speaking skill without boredom.

E. Scope of the Research.

This research is focused on the improvement of the students' speaking through folktale to the Class VIII A of SMPN 8 Palopo. This research is restricted on three aspects of speaking assessment namely : fluency, accuracy, and comprehensibility.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found some research related to this research as follows:

1. Nurhidayah had conducted research entitled Improving English Speaking Skill through Picture. He concluded that Procedure Using Pictures Method is formulated as a teaching speaking technique is picture are able to develop student speaking skill and the writer would like to give suggestion in correlation through picture.
2. Habel Patung had conducted research entitled The Factors Influencing In Speaking Of The Second Year Students Of SMPN 3 Palopo. He concluded that there are some factors influences the students to speak English. Those factors can be classified to two classification namely the supporting factors and the hindrance factors.

Based on previous researches above, they are using different techniques in their research. In this research, the researcher wants to conduct an experimental research in speaking. The researcher uses folktale for teaching speaking, it can stimulate students to practice speaking directly by using retelling folktale.

B. Theories of Speaking

1. Definition

Speaking is one of the central elements of communication. In EFL teaching it is an aspect that needs special attention and instruction. Effective interaction derived from the careful analysis with sufficient language input and telling folktale activities will gradually help learners speak English fluently and appropriately².

Speaking a foreign language is the most requirements of the four skills and speaking a second language is a central skill. The speech becomes the communication which advent when people communication has already been proved by the theory of communicative competence and teaching the speaking skill by using activity that is the major point of English as a second language. In learning speaking ability in the classroom offered that the extensive authentic practice is an important to improve speaking skill in ESL class. Students need to be the participant of doing activities such as discussions, peers working, answering, and asking questions in class. Moreover, another theory also supported that discussion and doing speaking report is the activities that should be done in class, for example, a study of the oral presentation of the business class. Students must learn how to plan and conduct a business meeting giving a speech and participate with colleagues. There are some theories defined speaking definitions. First, speaking is a part of daily life that people acquire since they are children. Second, speaking is a speech processing that involves

² Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (Ed I; New York: Cambridge University Press, 2002), p. 210.).

the speaker and receiver to recognize what speech's contents. Third, speaking is the complicated information because it is difficult to find what people say.

Speaking a language is especially difficult for foreign language learners because effective oral communication require the ability to use the language appropriately in social interaction. Where communication is the output modality and learning is the input modality of language acquisition³.

Kang Sumin in Richard said that speaking language is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction. To learn a second language or foreign is difficult as we learner our native language as a child.

In other view, speaking is fundamentally on instrumental act. Speaker talks in order to have some effect on their learners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get to do things for them and they promise warn and explain to effecting their listeners in particular way and they select utter a sentence theory believe will bring about just this effect.⁴

Rivers states that, in speaking we are not conveying to the receiver a meaning clothed in words but by our words we are arousing within the receiver

³ Douglas Brown, Principle Of Language Learning and Teaching, New York: Prentice Hall. 1980. P.210

⁴ Salihi Adriani, a thesis on title Improving Students' Speaking Skill through Demonstration Method at the Elevent Year Students of SMA Negeri 2 Palopo, (Palopo: STAIN Palopo,2008),p.6

association and expectations which will enable that person to form an interpretation of the intention of our message.⁵

Many people feel that speaking in a new language is harder than reading, writing, listening for two reasons. First, unlike reading and writing, speaking happens in real time usually the person you are talking to is waiting for you to speak right then second, when you speak, you can not edit and receive what you wish to say, as you can if you are writing.

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

Speaking is used for many different purposes, and each purpose involves different skills. For example, the purpose may be to make social contact with people to establish rapport or to engage in the harmless chitchat that occupies much of the time that we spend with friends. People engage in discussions with someone on the other hand, the purpose may be to seek or express opinions to persuade someone about something or to clarify information. In some situations, people use speaking to give instructions or to get things done. People may use speaking to describe things, to complain about people's behaviors or to make polite requests. We often use speaking

⁵ Wilga M. Rivers, *Teaching Foreign Language Skills*, (Ed. II. London: The University of Chicago Press, 1981), p.222

to describe things to complain about people's behaviors, to make polity request, or to certain people with jokes and anecdotes⁶.

2. The Main Aspect of Assessing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehensions as well as production⁷.

Based on the statement above, the writer divides skill into there main compenents, as follow:

a. Fluncy

Fluncy is the ability to produce what one wishes to say smoothly and without undue hesitation and searching. According to Scott Thornbury, fluency is simply the ability to speak fast. One way of improving speaking fluency is read as much English as possible, not only will reading in English improve your vocabulary, but it also improve your syntax and grammar.

b. Accuracy

Accuracy is the ability to use the target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Bround says that accuracy is achieved to some extent by allowing student to focus on the elements of phonology grammar and discourse in their out put.

⁶ Jack C. Richarats, Willy A. Renadya, Methodology In Language Teaching An Anthology Of Current Practice (USA, Cambridge University Press. 2002). P.201

⁷ M. Basri Wello and Hafsa Amin J. Nur, An Introduction to ESP. (Ujung Pandang: CV. Sunu Baraya, 1999), p.71

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing.

Skill in language is difficult especially for foreign language learners because effective oral communication requires the ability to use the language in social interaction. Even if in speaking need something that can make the foreign language learners enabling to speak fluently.

Supporting factors

- a) If they see their friends speak English fluently, they admire and want to be fluently in speaking English like them.
- b) They are interested in speaking because they can improve their vocabulary and their pronunciation through speaking.
- c) The students are interested of the teaching method applied by the English teacher
- d) They join English private course
- e) They are interested to learn English because they wanted to get a better future

To create a good interaction, people should understand each other. People produce sound and word they are speaking but sound and word are worth nothing if they are not constructed in right direction. Sometimes the message has been transferred by the speaker could not be accepted by the listener perfectly and clearly. It is caused by the differences that people faced. For example culture, behavior, tradition and etc. Those problems become more complicated if people want to learn

foreign language and it means that people should know how to speak as perfect as they can.

3. Strategies for Improving Speaking Skill

As the teacher in teaching their students, they have to know the students' ability first. So that, in learning process the teacher can present to their condition in following language learning process because in learning foreign language.

Classroom speaking activities

Classrooms speaking activities are necessary for teachers to use the various activities to practice students speaking skill. Harmer stated that teachers can use these activities in the classroom:

a. Acting form a script

Students take part in this activity by making their own script show in front of the class and teachers need to allow students to prepare to write on the dialogue before doing the performance in the classroom.

b. Communication games

Students join the communication game with their friends. For example, they work in pair to play the game and help each other to solve the puzzle. They might draw a picture and describe what they try to explain; students can find the differences and similarities between the pictures.

c. Discussion

Discussion in class speaking is encouraging students to become confidently. Students will get the benefit to share their opinions solving the problems each lesson and it supports students to drop the difficult things during learning.

d. Prepared talks

Students have the opportunities to choose their own choice for presentation in front of the class. This activity helps students are ready in speaking, but the topic that has prepared would not be formal natural conversation. Therefore, students can practice from their writing because every conversation would be on the note, not from the script.

e. Questionnaires

Teachers are the major resource to help students design the questionnaire process based on the topic they need to learn. This questionnaire activity can direct students to the basic of written work, discussion, and preparation talks.

f. Role play

Role play is another enjoyable activity that students can do during learning in class. For example, students would be asked to design of the situation and retelling a role of the sample of a traffic accident. One student plays as a policeman, another is acting as a bus driver, and the rest play as a victim. Students think and create a situation and retelling it in class without using scripts.

In sum, teachers apply speaking activities in classrooms to help students to understand more so the role of teacher is also very important in teaching in classrooms. This topic is explained as follows.

g. The Role of the teacher

Teachers can help as a prompter while students are studying in class; teachers have a high influence to insist students of speaking which would be explained in three aspects. First, teachers have a role of the prompter in helping students. When students cannot think what to say, students forget some point so teachers can help as a prompter. Second, teachers are the participants. If students try to produce their speaking, teachers are good animators to help them. The last aspect is teachers should give feedback to students. In speaking class activity, students will meet their approach more if teachers also help to give feedback to improve their speaking skill. In short, when teachers finish doing the role in teaching, they need to evaluate the students' progress in learning by making the speaking test in the next paragraph.

4. Principles of Teaching Speaking Skill

The principles for teaching speaking skills are the key to encouraging students to able to speak English. It makes the students have interest and not bored in class. It will help students have fun, enjoy talking in class, and they can express their thoughts freely. There are several principles for teaching speaking skill (Bailey).

a. Recognizing the difference between learning a second language and language learning of the international context. Students need to learn the speaking skills for the two contexts, including foreign language and second language situations. The

target of a foreign Language context is not for social communications. Meanwhile, the second language is the target of language communications in society.

- b. Focusing on both fluency and accuracy. Fluency in a language is very important that teachers aware to help students use language quickly and confidently, but sometimes students might feel hesitations of using the language. The accuracy of language is also necessary for students to use the language accurately and students can communicate with others.
- c. Support students to have opportunities of using group work or pair work. During the lessons, the target of language is students can increase speaking skill because they join in group work and pair work activities. Furthermore, when teachers change the conversation, students also can get through diverse speaking.
- d. Task speaking planning by negotiation for meaning Bailey also suggested that the communication progress is the target of the language that students have the interaction in this process. The understanding language is necessary from the task of negotiating for meaning.
- e. Guidance and practice have designed to classroom activities that involved in both transactional and interaction are speaking. The communication between people is the social purposes that call the interaction speech. While, transactional speech is the communication of getting something done and it involves the exchange of goods or any services. Therefore, teachers can take these above principles for teaching in speaking skills and assist students in achieving of language learning.

Also, teachers need to prepare the suitable speaking activities and types of speaking test are explained in the next topic.

5. Types of Classroom Speaking Performance

According to the previous study from Brown, types of classroom speaking performances are in six categories.

- a. Imitation is the first category that is a very limited portion of the classroom speaking time that may legitimately take time to build. "Human tape recorder" speech, for instance, learners practice using the imitation sound or attempt to identify some of the vowel sounds. This type of imitation is performed not for the purpose of having meaningful interaction, but it is focusing on the elements, especially some of the pattern language.
- b. The intensive is the second type of the classroom speaking performance that is going one step beyond the imitative. It includes any speaking performance that is designed to perform some of the sounds and grammar of the language. Intensive speaking also can be self-initiated or it can be a part of any pair work activities that students are going over some form of language.
- c. Responsive is the third category of speaking performance. It is a good positive deal of students' speech in the classroom. Even though, students doing in a short reply, their replies are sufficient in learning, and their speeches can reach the meaningful and authentic learning.
- d. Transactional (dialogue) is the fourth category of the classroom speaking performance. Transactional language points out to the exchanging specific

information while students have a conversation in the classroom. They can do more negotiate speech more than only responsive.

- e. Interpersonal (dialogue) is the fifth category of this English- speaking performance in the classroom. Interpersonal is focus on the purpose of maintaining social relationships than the transmission. Students can speak in a little trickier by using some of these factors, such as, slang, a casual register, colloquial language, emotional language, ellipsis, sarcasm, and a cover “agenda.
- f. Finally, students who are the intermediate to advanced level are in the group of using extensions (monologue). They can practice the speaking reports, summary, or doing short speech. For these six categories of the classroom speaking performances, the writer also agrees that teachers have expected that students can perform speaking and succeed in the oral production. In addition, to support increasing of students’ speaking skill, the principles of teaching in speaking skill is the important topic that would be interpreted in the next part.

6. The Problem of Speaking

As Brown, demonstrate some of the characteristic

a) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

c) Reduced form

Contraction, elisions, reduce, vowels. All from special problems in teaching speak English

d) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, back-tracking and corrections.

e) Stress, rhythm and intonation

The most important characteristics of English pronunciation, as well be explain below. The stress times rhythm of speak English and it's intonation patterns convey important message.

C. Media

1. Definition of Media

Media is as gravis tools, photographic, or electronic to catch, proceses and rearrange visual information or verbal information. Definition of media is the component of learning source that can stimulate students in learning.

Media are televition, newspaper, radio, picture, folktale, etc. While Santosa and Hanjaya, define media as a tool that people use to enlarge their ideas, so, the ideas can be accepted by other people.

Educational Association (NEA), media is an art of things which is use appropriately in teaching process.

Based on the assumption above, the writer defines media as a source in teaching learning process. Through media, teaching learning process can facilitate communication in order to arrive at get instructional aims.

Media is a tool to help teacher in teaching learning process it means that it is only as a tool who can give a visual experience to the students in giving the students motivation make clear and make easier the complex concept and abstract to be simple, concrete and easier to understand. Therefore we can conclude that the function of media is to improve the comprehension of the students on learning material.

2. The Function and Useful of Media

Media can solve the behavior factor of learning namely internal factor and external factor through one thinks or certain event to the students in the class. As an internal factor, media can be use to increase learning efficiency of the students because it has potency and capability to stimulate learning process. While external factor, media can increase desire and the interest of students in learning. Using media, students will get more experience. So, their perception and understanding more exact. And it will increase to desiring and new motivation learning.

From the explanation above, it can be conclude that media can solve the behavior factor of learning namely internal factor and external factor through one things or certain event to the students in the class.

3. The Kinds of Media

Classified media into four kinds namely:

a) Visual

Visual aids are things that just can be see. For example: film, strip.

Transparenciens, micro projection, blackboard and picture.

b) Audio visual

Audio visual aids can be listen and sight, example: film and tv

c) Drama. For example: role play, sosio drama, pantonim.

d) Audio

Audio aids just can be listen, for example: photograph, recorder, tramples electronic, radio.

4. The Advantages of Media

Using media as a tool to get target in learning. Sometimes the students feel bored, and it will be fresh if the lesson is presented by media. Media have several advantages as follow:

a) Media helps to simplity the language learning process

b) Apprearing the students' motivation

c) Presenting a new concept to student in order to be able understanding without difficulties and misunderstanding.

d) Improving the quality English learning

e) Making the situation of learning more interesting and interactive⁸.

D. Folktale

1. Definition of Folktale

The oxford pocket dictionary states that folktale is a story any traditional beliefs of a community. The oxford advance learners' dictionary states that folktale is popular story handed down orally from past generation. In webster' third new international dictionary, folktale is states as a tale circulate by words of mouth among the common people, example: traditional tale among people and characteristically anonymous, timeless, and places.

A folktale is a type of traditional story that tries to explain or understand the world. Such stories were orally passed down through the generations and feature morals or lessons. The stories usually take place long ago in a far away place and are woven around talking animals, royalty, peasants, or mythical creatures⁹.

In a folktale, goodnes is always rewarded. Heroes and heroines live happily ever after while villains are suitably punished. Throughout the generation, the story may change but it is core remains the same.

Folktale, general term for any of numerous varieties of traditional narrative. The telling of stories appears to be a cultural universal, common to primitive and complex societies alike. Even the forms folktales take demonstrably similar from

⁸ Yusuf. Improving Students' Speaking Skill In Retelling Story Through Picture At The Third Semester Student Of STAIN Plopo, (Palopo: STAIN Palopo,2010). P.16

⁹Rinnawati, Teaching Vocabulary Through Reading English Folktale To The Eighth Year Students Of SMP PMDS Putra Palopo (STAIN Palopo 2011), p.29

culture to culture, and comparative studies of themes and narrative techniques have been successful in showing these relationships¹⁰

2. Characteristic of folktale

Folktale has one or more of the following characteristics

a. Simplicity

Folktales are simple people. The language is easy to understand. The ideas are clear and straightforward. The characteristics are good or bad, strong or weak, rich or foolish, it is easy to love them or hate them, to respect or abhor them.

b. Fantasy, Magic and The Supernatural

Folk stories usually have one or more of these elements. In almost every folktale. Something very magic happens. Things and animals speak. Gods descend from the heavens and change things in supernatural ways, wizards, witches, fairies or goblins may cause mischief or perform wonders. Fantasy, magic and supernatural intervention in the course of ordinary events makes a good story and appeal to the reader's imagination

c. Customs traditional and beliefs

Folk stories remind people of their cultural origins. The customs traditional and beliefs expressed in folktale link people to their history and root them in their past.

¹⁰ Wikipedia, <http://www.answers.com/topic/folktale1#1GFV6W2MF>. Accessed on June 11th 2013

d. A Moral

Folk stories always contain a moral. In other words, they teach important lesson about human nature that is clear and convincing. It is the moral lesson they teach that make them live through the centuries. Parents use them to live well with a deeper understanding of their fellow human been.

e. Folktale reflect the cultural values and rituals of their country or origin¹¹

3. The Elements of Folktale

There are some elements of folktale: there are plot, character, theme, point of view, style, and situation. These elements are defines by Connolly as follows:

a) Plot

Connolly defines plot as the arrangement of the details and incident in the story. It is the arrangament of tied chronological events which causal and thematic connection.

b) Character

It is the main point of the story because we can recognize personality that become familier to us. To be believable most be consistence in the behaviors. It must not believe only one way accession and a different way on another unless there is clearly sufficient reason of the change.

¹¹ Robert, online: <http://pnet.fhda.edu>. accessed on june 12th 2013

c) Theme

The theme sometime stated in the story, at other times it is only suggested. Through, the theme is not quite easily seen. A folktale is an experience. The reader imagines himself living in it. Therefore, they can be drawn of may depend on a particular character, a situation in the story.

d) Point of View

According to Connolly, a story can be told from one of four different point of views as follows:

- i. Omniscient point of view. The story is told by the author using the third person, his knowledge and prerogative is unlimited.
- ii. Limited omniscient point of view. The author tells the story in the third person, but he tells it from the point of view of one character in the story.
- iii. First person point of view. The author disappears into one of the character , who tells the story in first person.
- iv. Objective point of view. The author disappears into a kind of raving sound camera, which can go anywhere, but he records what is seen and heard.

e) Style

Style is the way author express himself. Each author must have his own style. For each author is individual, an author's style can reveal to us his way of perceiving experience and when organizing his perception.

f) Situation

Situation gives the reader information he needs for on intelligent reading the story. We must know where the story and when the story takes place.

4. Kind of Folktale

Arnold states that, categories folktale into several predominant kinds, there are:

- a. Communicative tales are the simplest of all. There is not much plot involved, but they carry in a pattern of cadence and repetition.
- b. Talking beast stories are stories in which animals and creatures talk just as humans do generally they teach lessons as a reward or course, ingenuity and independence.
- c. Droll or humorous tales are those meant for fun and nonsense silly stories about sillies. They revolve around a character that makes unbelievably funny mistakes.
- d. Realistic stories deal with character plot and setting that are possible.
- e. Religious tales are another form of literature from oral such stories may be humorous or didactic.
- f. Romances are tales where in enchantments and impossible love separates lovers and magic may reunite them. The characters are frequently stereotypes as in beauty and thematic best.
- g. Tales of magic are the folktale which children commonly refer to as fairy tales.¹²

¹² Arnoldkatya,2011. What are they? Retrieved: from <http://www.storiestogrow.com/LSEM>

5. Teaching Speaking by Folktale

Advantages of teaching with short works of folktale :

a. They are short

It is easy to distribute copies of short tales or rhymes to a whole class, discuss them during a class period, and compare a variety of examples relating to different topics, without needing time for extensive reading assignments.

b. They are fun

Many types of folktale are entertaining and most of us have fond memories of stories and rhymes we have known since childhood.

c. They are memorable

Most tales and rhymes from oral traditions use pattern of language and plot that make them easy to retell and dear to the hearts of tellers and listener.

6. The Advantages of Folktale

a. It has local load in the which the students can easily understand the content of the language used in it. It is done to the previous understanding of the folktale which wors gradit usual presented in mother tongue.

b. Cultural values. Folktale reflects an aspect of culture, either directly or indirectly, and the themes of like are fundamental, such as birth, family life, illness, death, burial and catastrophe, or natural disasters that are universal, such as those found in the story Maling Kundang.

c. By using folktale, the leaners can communicate in the other media, such as skits, and role (role play) or the making of the vidio. Catholic college sale in curriculum

teaching Indonesian language and culture to bring stories of tradition as it is considered quite popular with students. To facilitate understanding of school students, the language was simplified, long sentence into shorter sentence and easily understood by students, and the story was delivered in English and Indonesia.

7. General Description of Retelling Method

Retelling or storytelling method is one of the methods always used by many people especially the teacher and instructors who teach the speaking skill to their students. In words, images, and sounds often by improvisation or embellishment¹³.

Based on the statement above, we can conclude that is a method used by the people in conveying the messages or events. Furthermore, he states that there are at least eleven procedures we have to note when conducting the storytelling or retelling method, they are:

- a. Organize the students into group of four.
- b. Show them that you have prepared four different stories.
- c. Distribute the stories so that each member in the group gets a different one.
- d. Give the students time to read their stories.
- e. Tell them to look at their letter A,B,C, or D as the four corners of a square.
- f. While the students are talking, circulate with a copy of each story in your hand in case some students need to be reminded of the details.

¹³ Sir John Everell Millairs, Storytelling, Online:
<http://en.Wikipedia.org/wiki/storytelling,2008>, Accessed on July 14th 2014

- g. Once all the students have finished telling their stories, erase your previous scribbles from the diagram and indicated, that students A will talk to student D, while B talks to C.
- h. Once the students have finished swapping stories, explain the next pairing, which is actually the same as the first: A talk to B , while C talks to D.
- i. Carry out your threat...choose a random students to tell their story.

Having known the procedures of retelling method explained by the expert above, the researcher can conclude that retelling method can provide students more chances talking in the classroom that the teachers only use verbal explanation in the classroom. In addition, retelling a story in one's own words provides oral fluency practice in the students, because the students are not demanded to say certain words commanded by the teachers. In other words, they are free to express their idea in conveying the message of the story or anecdote.

8. Retelling Story

a. Definition of Retelling

Retelling is reading or listening that learners remember from reading or listening and retell what they recognize either through orally or in writing. It is a tool for developing student's apprehension. Retelling is the most directly accessing in teaching and the reaction result of the reader from the text. Retelling signifies the reader or the listener understanding of learning's and creates new construction of character and reflects in retelling apprehension. Retelling helps readers or listeners to respond to the structure of stories regarding the personal explication of each message.

It is the process of involving children in creating text and also allows interoperability between adults and young learners.

Retelling motivates learners about the text for both integration and personalization that also helps learners view what the content components of the message and how the text related to their experiences. Also, retelling is a useful teaching technique to encourage students in communication, and improves an oral language comprehension. It provides the readers to separate between the point of ideas and supporting details and retelling helps students to understand the text's meaning. It advocates students to learn about the story's elements such as plot, setting, and characters. Readers or listeners retell the story from their remembering through speaking, drawing, or writing; and retelling can help students rethink to the ways of enhancing in retelling the story comprehension. Moreover, students need to think more before they retell the story from their understanding.

b. The Use of Story Retelling in the Classroom

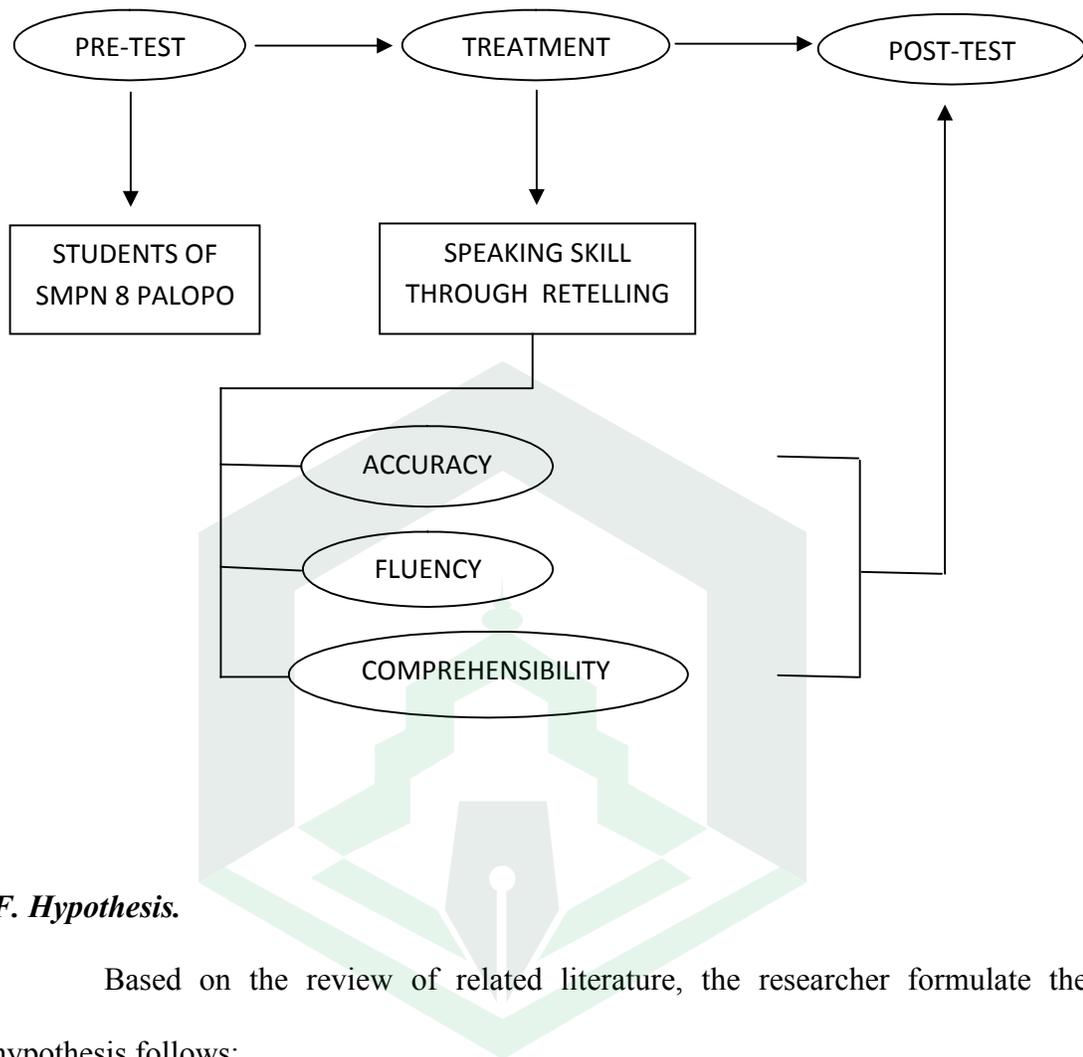
Even though, students who do not have any experience on story retelling might face the problem of the difficulty in retelling process. In contrast, Morrow found that children have difficulty in retelling, but doing practicing in retelling a story could be helped. However, increasing the quality and training facilities for retelling can help students succeed on the story retelling process. Teachers should teach the lessons before you read or listen to the teaching content because the children would be asked to retell the story. Moreover, the teaching is instruction also depending on the retelling target. If teachers focus on instructing intention or chronological test

such as teaching children to pay attention to what happens first, second and next. Teaching students and referring to each feeling or experiences that related to the text. The teaching technique of asking students to story retelling meaning by doing the pre and post discussion from stories will help to develop story retelling. Tape and role play can use to encourage students to specify their strengths and weaknesses. *Guideline for retelling.* The guideline that offers about the approach to knowledge and ways of children's retelling.

E. Conceptual Framework

In this research, the researcher taken a number of sample from population where the students will be give test by the researcher to know their priorbility in speaking before giving treatment. In this case, called input. After knowing students'priorbility in speaking in speaking, then they will be given some treatments as a process of learning speaking skill by using folktale. The process is expected to give development to the students' knowledge.

After conducting both items, the researcher come to the last it is namely giving test to the students to know wheather any significance development to the students or the output after giving treatment.



F. Hypothesis.

Based on the review of related literature, the researcher formulate the hypothesis follows:

1. (Ha) : folktale method is effective to improve students' speaking skill at the eighth year students of SMPN 8 Palopo.
2. (Ho) : folktale method is not effective to improve students' speaking skill at the eighth year students of SMPN 8 Palopo.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

1. Method

The method applied this research was pre-experimental research which consist of pre-test, treatment and post-test as theory of Hatch and Lozaraton. It aims at fi ding out whether or not the use of folktale is effective in improving speaking skill of the students at SMPN 8 Palopo.

2. Design

In this research the writer used pre-test and post-test design, the design is written as follows:

$$\mathbf{X_1-T-X_2}$$

Where : X_1 = pre-test

T = treatment

X_2 = post-test¹⁴

In this design, the writer observed twice, the first before treatment (pre-test) and the second after treatment (post-test).

If the result of post-test is good criteria that pre-test means that folktale is effective in teaching speaking skill at the eighth year students of SMPN 8 Palopo. But

¹⁴ Hatch and Lozaraton, The Research Manual, (USA : Newbury House, 1991. P.87

if the result of post-test is lower than pre-test, it means that folktale method is not effective.

B. Population and Sample

1. Population

The population of this research consisted of the eight year students of SMPN 8 Palopo in 2014 academic year.

2. Sample

The sample was selected by using purposive sampling technique¹⁵. The researcher chose only one class as sample, namely class A. All of the students at class A have good participation and easy to understand the lesson so that is why the researcher chose class A as research object. There are 25 students of SMPN 8 Palopo.

C. Variables of the Research.

There were two kinds of variable:

1. Dependent variable is the students English development about speaking skill
2. Independent variable is variable that can affect seemingly

D. Operational Definition of Variables

1. Folktale is a technique in the form of presentation be showed in front of the classroom.
2. Interest is reaction of the student enjoyment in learning speaking through folktale.

¹⁵ Riduan, Dasar-Dasar Statistiks (Bandung; Alphabeth,2006), p.20

E. Instrument of the Research

1. Test

Test which was given to the students contain some questions. This test was used by the researcher in collecting the data by recording for the sake of measuring students' ability an speaking skill. The researcher conducted the pre-test in the first meeting and in the post-test in the last meeting.

2. Questionnaire

The researcher prepared the sheets of questionnaire where the researcher gives some list of questions about speaking skill and the students' perception to tell folktale in improving speaking. There are four choices in the questionnaire namely, strongly agree, agree, disagree, and strongly disagree.

F. Procedure of Collecting Data

1. Pre-test :

The researcher asked the students one by one to tell their experience in front of the class and every students gave 3 minutes to tell his/her experience by recording. This test is to make researcher easy to measure and know students' prior ability in speaking skill by focusing on the students' accuracy, fluency and comprehensibility.

2. Treatment

The researcher gave treatments to the students about meeting.

The treatments' steps:

- a. The first meeting, the researcher initially gave explanation about folktale and how to retell it.

- b. The second meeting, the researcher explained about simple past tense.
- c. The third meeting, the researcher gave a folktale to the students as respondent in a piece of paper with the title "Malin Kundang". After that the researcher asked the students to retell the folktale by using their own words in front of the class.
- d. The fourth meeting, the researcher gave a folktale to the students as respondent in a piece of paper with the title "Tangkuban Parahu". After that the researcher asked the students to retell the folktale by using their own words in front of the class.
- e. The fifth meeting, the researcher gave a folktale to the students as respondent in a piece of paper with the title "Lake Toba". After that the researcher asked the students to retell the folktale by using their own words in front of the class.
- f. The sixth meeting, the researcher gave a folktale to the students as respondent in a piece of paper with the title "Timun Mas". After that the researcher asked the students to retell the folktale by using their own words in front of the class..

3. Post-test

After giving treatment to the students for six meetings, the researcher gave post test. In the post test the researcher gave the same way in pretest to the students.

G. Technique of Data Analysis

To analyze the data, the researcher used the following steps:

1. Scoring the test

In this test, the researcher used 1-6 point scale to measure the students answer orally toward questions of the researcher based and rating ability to communicate orally. The scoring of the interview can range from an impression mark to a mark arrive at on the basis of a fairly detailed marking scheme (accuracy, fluency and comprehensibility) by J.B. Heaton

Technique of data analysis.

There are three criteria that resided in speaking skill and these all evaluated, they are:

a. Accuracy

The ability to pronunciation in the target language, clearly, grammatically, and logically.

b. Fluency

The ability to use the target language fluently in the accepting and giving information in quickly.

c. Comprehensibility

The ability to understand the general meaning and the speaker intention.

Table 3.1
The Assessment of Speaking

The following marking scheme (using a 6 point scale) as following:

Rating	Proficiency Description		
	Accuracy	fluency	Comprehensibility
6 (excellent)	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors	Speak without too great an effort with a fairly wide range of expression. Searchers for words occasionally but only one or two unnatural pauses.	Easy for listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
5 (very good)	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4 (good)	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or seek clarification

3 (average)	Pronunciation is influenced by the mother-tongue but only a few phonological and lexical errors, some of which causes confusion	Has to make an effort for much of time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences
2 (poor)	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.	Long pauses while he searches for the desired meaning frequently fragmentary and halting delivery. Almost gives up making the effort. Very limited range of expression	Only small bits (usually short sentence and phrases) can be understood-and them with considerable effort by someone who is used to listener to the speaker
1 (very poor)	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression	Hardly anything of what is said can be understood. Even when the listener makes a great effort for interrupts, the speaker is unable to clarify anything he seems to have said ¹⁶

¹⁶ J.B. Heaton, Writing English Language Test (Ed. 1. New Turk Inc. 1998, p.100

Beside the technical of scoring through six scale above, the researcher also made rating classification to measure the students' speaking ability. The following is rating classification:¹⁷

Classification	Scale	Rating
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Fairly good	41-55	3
Poor	26-40	2
Very poor	25	1

IAIN PALOPO

¹⁷ Daryanto, Evaluasi Pendidikan (Jakarta PT : Rineke Cipta, 2007), p.211

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter the researcher analyzed the finding and discussion of the data.

A. Findings

The findings of this research were showed to describe the result of the data that analyzed statistically. It comprised of the students' score in pre test and post test, classification percentage of students score in pre test and post test, the mean score and standard deviation of the students in pre test and post test, and analysis data of questionnaires.

1. The analysis students' speaking score in pre test and post test.

a. Pre-test

In this section, the researcher shows the complete score of the students in speaking ability (accuracy, fluency and comprehensibility) in pre test, the mean score and standard deviation of students, and the rate percentage of students' speaking score by using SPSS 21. For more clearly, at first the researcher would show the complete students' score speaking ability of accuracy, fluency, and comprehensibility in pre-test. It is tabulated by following table:

Table 4.1
The Scores of Students' Speaking Skill in the Pre-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	2	2	2	6
R2	3	2	2	7
R3	2	2	2	6
R4	1	2	3	6
R5	1	1	2	4
R6	3	1	2	6
R7	2	2	1	5
R8	1	2	2	5
R9	2	2	1	5
R10	1	1	2	4
R11	1	2	2	5
R12	2	2	2	6
R13	1	2	2	5
R14	2	2	3	7
R15	2	1	2	5
R16	1	2	2	5
R17	2	2	2	6
R18	3	3	2	8
R19	2	1	2	5
R20	2	2	1	5
R21	3	2	2	7
R22	2	1	2	5
R23	1	2	1	4
R24	2	3	1	6
R25	1	2	2	5
N = 25				$\Sigma Y = 145$

Speaking skill consists of three aspects; they were accuracy, fluency and comprehensibility. So in this section, the researcher present and tabulate the mean score of the students' speaking ability one by one. All of those were explained for more clearly by following tables:

1) Accuracy

Table 4.2
The Score of Students' Accuracy in Pre-test

Respondents	Accuracy
R1	2
R2	3
R3	2
R4	1
R5	1
R6	3
R7	2
R8	1
R9	2
R10	1
R11	1
R12	2
R13	1
R14	2
R15	2
R16	1
R17	2
R18	3
R19	2
R20	2
R21	3
R22	2
R23	1
R24	2
R25	1
N = 25	

For looking the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to table descriptive statistic as follows:

Table 4.3
The Mean Score of Students' Accuracy in Pre-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	25	3.00	1.00	4.00	52.00	2.0800	.19933
Valid N (listwise)	25						

Table 4.3 shows that the highest score of students was 4 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test was 2 and the standard deviation error was 1.9933.

In other side, the researcher also had written the students' score of accuracy before giving treatment by using retelling folktale and it persents through the table rate percentage scores. The table is shown as follows:

Table 4.4
The Rate Percentage Score of The Students' Accuracy in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	3	12%
Average	41-55	3	4	16%
Poor	26-40	2	10	40%
Very poor	≤25	1	8	32%

Total	25	100%
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Table 4.4 indicates the students' score in accuracy of pre-test. It shows that none students got excellent (0%) and very good (0%). Besides, there were 3 students (12%) who got good and there were 4 students (16%) who got average. There were 10 students (40%) who got poor and the last there were 8 students (32%) who got very poor.

2) Fluency

Table 4.5
The Score of Students' Fluency in Pre-test

Respondents	Fluency
R1	2
R2	2
R3	2
R4	2
R5	1
R6	1
R7	2
R8	2
R9	2
R10	1
R11	2
R12	2
R13	2
R14	2
R15	1
R16	2
R17	2
R18	3
R19	1
R20	2
R21	2

R22	1
R23	2
R24	3
R25	2
N = 25	

For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to table descriptive statistic as follows:

Table 4.6
The Mean of Students' Fluency in Pre-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	25	2.00	1.00	3.00	46.00	1.8400	.11075
Valid N (listwise)	25						

Table 4.6 shows that the highest score of students was 3 and the lowest score was 1. Besides, it also indicates that the mean score of students' fluency in pre-test was 1.8 and the standard deviation error was .11075.

In other side, the researcher also had written the students' score of fluency before giving treatment by using retelling folktale and it persents through the table rate percentage scores. The table is shown as follows:

Table 4.7
The Rate Percentage Score of The Students' Fluency in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	2	8%
Poor	26-40	2	17	68%
Very poor	≤25	1	6	24%
Total			25	100%

Table 4.7 indicates the students' score in fluency of pre-test. It shows that none students got excellent (0%) , very good (0%) and good (0%). Besides, there were 2 students (8%) who got average and there were 17 students (68%) who got poor and the last there were 6 students (24%) who got very poor.

3) Comprehensibility

Table 4.8
The Score of Students' Comprehensibility in Pre-test

Respondents	Comprehensibility
R1	2
R2	2
R3	2
R4	3
R5	2
R6	2
R7	1
R8	2
R9	1

R10	2
R11	2
R12	2
R13	2
R14	3
R15	2
R16	2
R17	2
R18	2
R19	2
R20	1
R21	2
R22	2
R23	1
R24	1
R25	2
N = 25	

For looking the mean score of students' comprehensibility in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to table descriptive statistic as follows:

Table 4.9

The Rate Percentages Score of Students' Comprehensibility in Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
comprehensibility	25	2.00	1.00	3.00	47.00	1.8800	.10520
Valid N (listwise)	25						

Table 4.9 shows that the highest score of students was 3 and the lowest score was 1. Besides, it also indicates that the mean score of students' comprehensibility in pre-test was 1.8 and the standard deviation error was .10520.

In other side, the researcher also had written the students' score of comprehensibility before giving treatment by using retelling folktale and it persents through the table rate percentage scores. The table is shown as follows:

Table 4.10
The Rate Percentage Score of The Students' comprehensibility in Pre-test

Classification	Score	Rating	comprehensibility	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	2	8%
Poor	26-40	2	18	72%
Very poor	≤25	1	5	20%
Total			25	100%

Table 4.10 indicates the students' score in comprehensibility of pre-test. It shows that none students got excellent (0%) , very good (0%) and good (0%). Besides, there were 2 students (8%) who got average and there were 18 students (72%) who got poor and the last there were 5 students (20%) who got very poor.

b. Post-test

In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The result of the students' score in post-test were present in the tables. The complete of the students' scores speaking ability of accuracy, fluency and comprehensibility in pre-test are tabulated as follows:

Table 4.11

The Scores of Students' Speaking Skill in the Post-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	4	4	3	11
R2	5	5	3	13
R3	4	3	3	10
R4	3	3	3	9
R5	3	2	3	8
R6	2	3	4	9
R7	2	3	2	7
R8	4	3	3	10
R9	2	2	3	7
R10	5	4	3	12
R11	3	3	3	9
R12	2	2	3	7
R13	2	3	3	8
R14	4	3	4	11
R15	3	3	3	9
R16	3	2	3	8
R17	4	4	3	11
R18	3	4	5	12
R19	2	3	3	8
R20	2	2	2	6
R21	4	3	4	11
R22	2	2	2	6
R23	5	5	5	15
R24	3	4	4	11
R25	3	3	3	9
N = 25				$\Sigma Y = 237$

Speaking skill consists of three aspects; they were accuracy, fluency and comprehensibility. So in this section, the researcher present and tabulate the mean score of the students' speaking ability one by one. All of those were explained for more clearly by following tables:

1) Accuracy

Table 4.12
The Score of Students' Accuracy in Post-test

Respondents	Accuracy
R1	4
R2	5
R3	4
R4	3
R5	3
R6	2
R7	2
R8	4
R9	2
R10	5
R11	3
R12	2
R13	2
R14	4
R15	3
R16	3
R17	4
R18	3
R19	2
R20	2
R21	4
R22	2
R23	5
R24	3
R25	3
N = 25	

For looking the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 21. The result can be presented in to table descriptive statistic as follows:

Table 4.13
The Mean Score of Students' Accuracy in Post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	25	3.00	2.00	5.00	79.00	3.1600	.20559
Valid N (listwise)	25						

Table 4.13 shows that the highest score of students was 5 and the lowest score was 2. Besides, it also indicates that the mean score of students' accuracy in post-test was 3.16 and the standard deviation error was .20559.

In other side, the researcher also had written the students' score of accuracy who have been given treatment by using retelling folktale and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.14
The Rate Percentage Score of The Students' Accuracy in Post-test

Classification	Score	Rating	Accuracy	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	3	12%
Good	56-70	4	6	24%
Average	41-55	3	8	32%
Poor	26-40	2	8	32%
Very poor	≤25	1	-	0%
Total			25	100%

Based on the table 4.14, the percentages of students' accuracy score in post-test indicates that none students got excellent (0%). But there were 3 students (12%) who got very good , 6 students (24%) who got good and 8 students (32%) who got average, and 8 students (32%) who got poor. And the last, it shows there was none of students who got very poor.

2) Fluency

Table 4.15
The Score of Students' Fluency in Post-test

Respondents	Fluency
R1	4
R2	5
R3	3
R4	3
R5	2
R6	3
R7	3
R8	3
R9	2
R10	4
R11	3
R12	2
R13	3
R14	3
R15	3
R16	2
R17	4
R18	4
R19	3
R20	2
R21	3
R22	2
R23	5
R24	4
R25	3
N = 25	

For looking the mean score of students' fluency in post-test, the researcher calculated it by using SPSS 21. The result can be presented in to table descriptive statistic as follows:

Table 4.16
The Mean Score of Students' Fluency in Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	25	3.00	2.00	5.00	78.00	3.1200	.17626
Valid N (listwise)	25						

Table 4.16 shows that the highest score of students was 5 and the lowest score was 2. Besides, it also indicates that the mean score of students' fluency in post-test was 3.12. and the standard deviation error was 0.17626.

In other side, the researcher also had written the students' score of fluency who have been given treatment by using retelling folktale and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.17
The Rate Percentage Score of The Students' Fluency in Post-test

Classification	Score	Rating	Fluency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	2	8%
Good	56-70	4	5	20%
Average	41-55	3	12	48%
Poor	26-40	2	6	24%
Very poor	≤25	1	-	0%
Total			25	100%

Based on the table 4.17, the percentages of students' fluency score in post-test indicates that none students got excellent (0%). But there were 2 students (8%) who got very good , 5 students (20%) who got good and 12 students (48%) who got average and 6 students (24%) who got poor. And the last, it shows there was none of students who got very poor.

3) Comprehensibility

Table 4.18
The Score of Students' Comprehensibility in Post-test

Respondents	Comprehensibility
R1	3
R2	3
R3	3
R4	3
R5	3
R6	4
R7	2
R8	3
R9	3
R10	3
R11	3
R12	3
R13	3
R14	4
R15	3
R16	3
R17	3
R18	5
R19	3
R20	2
R21	4
R22	2
R23	5

R24	4
R25	3
N = 25	

For looking the mean score of students' comprehensibility in post-test, the researcher calculated it by using SPSS 21. The result can be presented in to table descriptive statistic as follows:

Table 4.19
The Mean Score of Students' Comprehensibility in Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
comprehensibility	25	3.00	2.00	5.00	80.00	3.2000	.15275
Valid N (listwise)	25						

Table 4.19 shows that the highest score of students was 5 and the lowest score was 2. Besides, it also indicates that the mean score of students' comprehensibility in post-test was 3.2 and the standard deviation error was .15275

In other side, the researcher also had written the students' score of comprehensibility who have been given treatment by using retelling folktale and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.20
The Rate Percentage Score of The Students' Comprehensibility in Post-test

Classification	Score	Rating	Comprehensibility	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	2	8%
Good	56-70	4	4	16%
Average	41-55	3	16	64%
Poor	26-40	2	3	12%
Very poor	≤25	1	-	0%
Total			25	100%

Based on the table 4.20, the percentages of students' comprehensibility score in post-test indicates that none students got excellent (0%). But there were 2 students (8%) who got very good , 4 students (16%) who got good and 16 students (64%) who got average and 3 students (12%) who got poor. And the last, it shows none of students who got very poor.

Besides showing about the mean score in each subject of speaking skill (accuracy, fluency and comprehensibility) one by one, the researcher also would present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result would be presented in to the table descriptive statistic as follows:

Table 4.21
The Mean Score and Standard Deviation of Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	25	4.00	8.00	145.00	5.8000	1.04083
Posttest	25	6.00	15.00	237.00	9.4800	2.23830
Valid N (listwise)	25					

Table 4.21 indicates that the standard deviation in pre-test were 1.04 and in post-test were 2.23. It also shows that mean score of the students in pre-test were 5.80 and the mean score of the students in post-test were 9.48. The result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It is concluded that using reporting method was effective in teaching speaking.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 21. The results can be shown in the table of paired samples statistics, paired samples correlations, and paired samples test. It was presented in the following tables:

The 4.22
The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	9.4800	25	2.23830	.44766
	Pretest	5.8000	25	1.04083	.20817

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	posttest & pretest	25	.472	.017

The table paired samples statistics of pre-test and post-test above indicates that the value of standard deviation in pre-test was 1.04083 and 2.23830 in post-test. Besides, the standard deviation error in pre-test was 0.20817 and in post test was 0.44766. The table above also shows that mean score in pre-test was 5.80 and in post-test was 9.48. It could be concluded that the students' score improved from 5.8 to 9.4.

The table paired samples correlations of pre-test and post-test above presents that the correlation of the students' ability before and after treatment is 0.472. It means that there was a significant correlation of students' ability in teaching speaking by using reteling folktale before and after treatment.

Table 4.23
The Paired Samples Test of Pre-test and Post-test
Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	posttest – pretest	3.68000	1.97315	.39463	2.86552	4.49448	9.325	24	.000

From the table sample test 4.23, the researcher got the data that $t = 9.325$ and df (degree of freedom) = 24. According to the standard deviation = 1.97315 . It was the standard of signification 0.05 with degree of freedom (df) = 24. Based on the result, the researcher concluded that t was higher than std. deviation:

$$9.325 > 1.97315$$

Related to the result that there was a significant difference in teaching speaking before and after using retelling folktale. Because of that, the researcher assumes that retelling folktale method was affective in teaching speaking at the eight grade students of SMPN 8 Palopo.

2. Analysis of Questionnaires

To get data students' interest in learning speaking by retelling folktale, the researcher made questionnaire that consisted of 10 items. To find out the percentage of students in questionnaire assessment by using the formula below:

$$P = \frac{F}{N} \times 100\%$$

Where :

P = the percentage from the students' response¹⁸

F = the frequency

N = number of students

The results and the percentages of students' score would be presented by using table. It would be explained one by one according to the indicators of interest and it could be seen by following tables:

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¹⁸ Husaini Umar and R. Purnomo Setiadi Akbar, Pengantar Statistik in Indar Susanti Thesis "The Influence of Attending English Course toward English Speaking Skill at the Eight Year Students of SLTPN 8 Palopo". (Palopo: Sekolah Tinggi Agama Islam Negeri, 2007), p.30

Table 4.24
The Students' Responses to the Method of Folktale

No	Statement	Item of choice	Frequency	Percentage
1	I agree with the use of techniques telling folktale in learning speaking	Strongly agree	13	52%
		Agree	9	36%
		Disagree	3	12%
		Strongly disagree	-	-
Total			25	100%

Table 4.24 indicates that there were 13 students (52%) chose “strongly agree” and 9 students (36%) chose ‘agree’, and 3 students (12%) chose “disagree”. But in fact, none of the students (0%) chose “strongly disagree”. It indicated that the students’ attitude in learning speaking with use of retelling folktale is very good.

Table 4.25
The Students' Responses to the Most Difficult Skill in Learning English

No	Statement	Item of choice	Frequency	Percentage
2	There are four English language skills, speaking that are most difficult for me	Strongly agree	3	12%
		Agree	7	28%
		Disagree	13	52%
		Strongly disagree	2	8%
Total			25	100%

Table 4.25 indicates that there were 3 students (12%) chose “strongly agree” and 7 students (28%) chose ‘agree’, and 13 students (52%) chose “disagree”. And the last, there were 2 students (8%) chose “strongly disagree”. It indicated that the students’ attitude in the most difficult skill in learning English.

Table 4.26

The Students' Difficulties in learning the Simple Past Tense

No	Statement	Item of choice	Frequency	Percentage
3	I have difficulty in learning the simple past tense	Strongly agree	2	8%
		Agree	8	32%
		Disagree	10	40%
		Strongly disagree	5	20%
Total			25	100%

Table 4.26 indicates that there were 2 students (8%) chose “strongly agree” and 8 students (32%) chose ‘agree’, and 10 students (40%) chose “disagree”. And the last, there were 5 students (20%) chose “strongly disagree”.

Table 4.27

The Students' Response to Improve Speaking Skill

No	Statement	Item of choice	Frequency	Percentage
4	To improve speaking skill, I should always practice it with my friends	Strongly agree	16	64%
		Agree	8	32%
		Disagree	1	4%
		Strongly disagree	-	0%
Total			25	100%

Table 4.27 indicates that there were 16 students (64%) chose “strongly agree” and 8 students (32%) chose ‘agree’, and 1 students (40%) chose “disagree”. But in fact, none of the students (0%) chose “strongly disagree”.

Table 4.28
The Students' Motivation in Improving Speaking Skill
through Retelling Folktale

No	Statement	Item of choice	Frequency	Percentage
5	My motivation in learning speaking increase after I used the technique of retelling folktale.	Strongly agree	9	36%
		Agree	16	64%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.28 indicates that there were 9 students (36%) chose “strongly agree” and 16 students (64%) chose ‘agree’. The table indicates that none of the students (0%) chose disagree and the strongly disagree.

Table 4.29
Inhibitors in Improving Students' Speaking Ability

No	Statement	Item of choice	Frequency	Percentage
6	One of the inhibitors increased my speaking abilities are less practice	Strongly agree	10	40%
		Agree	13	52%
		Disagree	2	8%
		Strongly disagree	-	0%
Total			25	100%

Table 4.29 indicates that there were 10 students (40%) chose “strongly agree” and 13 students (52%) chose ‘agree’ and 2 students (8%) chose disagree. The table indicates that none of the students (0%) chose the strongly disagree.

Table 4.30

Increase Students Skill in Speaking throught Retelling Folktale

No	Statement	Item of choise	Frequency	Percentage
7	Discussing an interesting topic in retelling folktale can help me to improve speaking skill	Strongly agree	10	40%
		Agree	15	60%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.30 indicates that there were 10 students (40%) chose “strongly agree” and 15 students (60%) chose ‘agree’. The table indicates that none of the students (0%) chose disagree and the strongly disagree.

Table 4.31

The Students’ Response to Learning Speaking

No	Statement	Item of choise	Frequency	Percentage
8	Learning speaking should be focused on practice than theory in the class	Strongly agree	12	48%
		Agree	13	52%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.31 indicates that there were 12 students (48%) chose “strongly agree” and 13 students (52%) chose ‘agree’. The table indicates that none of the students (0%) chose disagree and the strongly disagree.

Table 4.32
Increasing Students' Speaking through Retelling Folktale

No	Statement	Item of choice	Frequency	Percentage
9	By the activities of retelling folktale, I can memorize a lot of vocabulary.	Strongly agree	5	20%
		Agree	20	80%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.32 indicates that there were 5 students (20%) chose “strongly agree” and 20 students (80%) chose ‘agree’. The table indicates that none of the students (0%) chose disagree and the strongly disagree.

Table 4.33
The Students' Response in Learning Speaking through Retelling Folktale

No	Statement	Item of choice	Frequency	Percentage
10	Learn speaking with retelling folktale is a very nice method.	Strongly agree	8	32%
		Agree	15	60%
		Disagree	2	8%
		Strongly disagree	-	0%
Total			25	100%

Table 4.33 indicates that there were 8 students (32%) chose “strongly agree” and 15 students (60%) chose ‘agree’ and 2 students (8%) chose disagree. The table indicates that none of the students (0%) chose the strongly disagree.

Table 4.34
The List of Students' Interest Score in Questionnaire

No	RES	Number of Item										Score
		1	2	3	4	5	6	7	8	9	10	
1	R1	3	2	2	3	3	3	4	4	3	3	30
2	R2	4	2	2	4	3	3	3	3	3	4	31
3	R3	2	2	1	4	3	4	3	3	3	3	28
4	R4	3	2	2	3	3	3	4	4	4	4	32
5	R5	4	3	2	4	4	3	3	4	3	3	33
6	R6	4	4	3	4	4	4	3	4	3	4	37
7	R7	2	2	1	3	3	2	4	3	3	3	26
8	R8	3	2	2	3	3	3	3	3	3	3	28
9	R9	4	3	3	4	4	4	3	3	3	4	35
10	R10	4	4	3	4	4	3	4	3	4	3	36
11	R11	3	2	2	3	3	3	3	4	3	3	29
12	R12	4	4	4	4	4	3	4	4	3	3	37
13	R13	4	3	3	4	3	4	3	4	3	3	34
14	R14	3	2	2	3	3	3	3	4	3	2	28
15	R15	4	3	2	4	3	3	3	3	3	3	31
16	R16	4	3	3	4	4	4	4	4	4	3	37
17	R17	3	2	1	4	3	4	3	3	3	3	29
18	R18	4	1	4	4	4	3	3	3	3	4	36
19	R19	4	3	3	4	3	3	4	3	3	3	33
20	R20	3	2	2	3	3	4	3	4	4	4	32
21	R21	4	1	3	4	4	4	4	3	3	3	36
22	R22	2	2	1	2	3	2	3	3	3	2	23
23	R23	3	2	2	4	3	4	4	3	4	3	32
24	R24	4	3	3	4	4	3	3	4	3	4	35
25	R25	3	2	1	3	3	4	4	4	3	4	31

By totaling the score of the students' answers toward the statements in questionnaire that was given to the students, it could be concluded that the lowest score was 23 and the highest score was 37.

The table distribution frequency about the students' interest score toward the learning process by retelling folktale method was showed by table distribution of

single data. It was done because the spreading score that was the researcher presented was not too wide.

To make the table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way that was needed to do, that was:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got, it could be showed that $H=37$ and $L=23$. After knowing the score of H and L, the researcher arranged the score of students' interest from up down, it started from the lowest score successively until highest score in the first column of table distribution frequency.
2. Counting the frequency in each score that had been got, then its result was come into the second language that had been prepared, next the score was added so that it was got the total of frequency ($\sum N$) or (N).
3. For more knowing about the students' spreading interest data, it could be seen in the following table:

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Table 4.35
Distribution Frequency of Students' Interest

Score	Frequency	Percentage
23	1	4%
26	1	4%
28	3	12%
29	2	8%
30	1	4%
31	3	12%
32	3	12%
33	2	8%
34	1	4%
35	2	8%
36	3	12%
37	3	12%
$\Sigma = 799$	$N = 25$	100%

Based on the table above, it can be seen that the students who got the high score 37 were 3 students (12%) and only one student (4%) got the lowest score 27. The others got score 36,32,31, and 28 was 3 students (15%) and there was 2 students (8%) got score 29, 33, and 35 and 1 student (4%) got score 26, 30, and 34.

B. Discussions

This research, the researcher took a number of sample from population where the students was given test by the researcher to know students' prior ability in speaking before giving treatment. This case called input, after knowing students' prior ability in speaking, they was given some treatments as a process of learning speaking skill by using folktale. The process was expected to give development to the students' knowledge.

After conducting both items, the researcher came to the last namely giving test to the students to know whether there were any significant development to the students or the output after giving treatment.

This section presents the result of data analysis in findings. It discusses about the use of retelling folktale in improving speaking at the eight grade students of SMPN 8 Palopo since the pre-test and post-test had been conducted. In pre-test, the researcher asked the students to tell their experience to get score of students in speaking ability (accuracy, fluency and comprehensibility).

- a. From the result showed that in accuracy none of students got excellent and very good. But there 3 students got good, 4 students got average, 10 students got poor, and 8 students got very poor.
- b. Where as in fluency showed that also none of students got excellent, very good and good. But, there were 2 students who got average and there were 17 students who got poor and the last there were 6 students who got very poor.
- c. In comprehensibility, also none of students got excellent, very good and good. But, there were 2 students who got average and there were 18 students who got poor and the last there were 5 students who got very poor.

Related to the analysis of the table of classification and percentage rate of the students in pre-test and the students' mean score, the researcher concluded that the students' speaking skill was still low.

In post-test, its form is the same as the pre-test. The researcher asked students to tell their experience. The post-test was done after giving six treatments to

the students. It was done to get the students' score in speaking ability (accuracy, fluency and comprehensibility) in post-test and to know the students' speaking skill improvement.

- a. It was found that in accuracy none of them got excellent. But in this time, there were 3 students who got very good , 6 students who got good and 8 students who got average, and 8 students who got poor. There was none of students who got very poor in post-test.
- b. In fluency, it presents that none of students got excellent . There were 2 students who got very good , 5 students who got good and 12 students who got average and 6 students who got poor. The result showed there was none of students who got very poor.
- c. While, in comprehensibility none of students got excellent. But there were 2 students who got very good , 4 students who got good and 16 students who got average and 3 students who got poor. The result showed there was none of students who got very poor. Besides, it also indicates that the mean score of students' comprehensibility in post-test was 3.2, and the standard deviation error was .15275.

The students' score in post-test is higher than their score in pre-test. It means that there was improvement of students' score from pre-test to post-test after they learn speaking by retelling folktale. The improvement of students' score showed that there was improvement of students' speaking skill. It presented that the students' speaking skill increase after the learn speaking by telling folktale.

Jack C. Richard and Willy A. Renandya said that effective interaction derived from the careful analysis with sufficient language input and telling folktale activities will gradually help learners to speak English fluently and appropriately¹⁹.

The table paired samples correlations of pre-test and post-test above presents that the correlation of the students' ability before and after treatment. It means that there was a significant improvement of students' ability in learning speaking by using retelling folktale after doing treatment.

Related to the result that ($t_o > t_t$) the t_{count} was higher than t_{table} , it concluded that there was a significant difference in teaching speaking before and after using telling folktale. Because of that, the researcher assumes that telling folktale method was affective in teaching speaking at the eight grade students of SMPN 8 Palopo.

Based on the result of the data analysis, it is proven that the students' score of speaking taught by using telling folktale is better. It means that the use of retelling folktale in teaching speaking is quite effective. Another reason based on the students' responses is because most students find that retelling folktale is enjoyable. This reason leads to better attention in learning and stimulate them to participate in telling folktale activities. But the problem that they faced mostly is lack of confidence and lack of vocabulary. In the early stages of the telling folktale the students were uncomfortable and uncertain. This led to initial lapses of silence. But soon they began

¹⁹ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (Ed I; New York: Cambridge University Press, 2002), p. 210.).

helping one another to decide who should speak. Towards the end, their shyness left them and they began promoting each other with ideas.

Based on the finding of the research, the students' perception is good. It can be seen through the total items found in the available questionnaire which represent all element or aspects of perception, namely:

- a. Awareness or understanding including the students awareness in focusing the activity to practice speaking, students' motivation which explained in items number 5,6,8 and 10.
- b. Receiving including the students' attention and students' ability which explained in items number 1 and 9.
- c. Collecting including the most difficulty skill in learning speaking, the affectiveness retelling folktale and students' frequency in learning speaking at scholl which explained in items 2 and3.
- d. Action in taking possession including students' participation, and students' interest sin discussing topic in folktale which explained in items 4 and 7.

From the result of the questionnaire, the researcher gave the analysis about answer. The researcher concludes that the students at the eight grade of SPMN 8 Palopo were interested in learning speaking through retelling folktale.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings, data analysis, and discussions in the previous chapter, the researcher draws conclusions as in following:

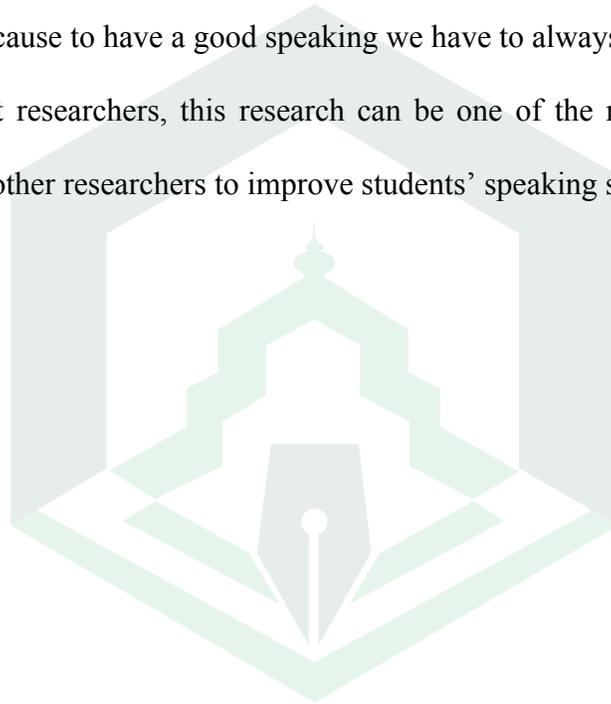
1. Retelling folktale is effective in teaching speaking at the eight grade students of SMPN 8 Palopo. It was found by the mean score of post-test is higher than pre-test. From the result, the researcher gave interpretation that t_o (t count) is higher than t_t (t table). It means that there is a significant difference between students' ability before and after treatment by using retelling folktale.

2. Students' response toward the folktale method applied by the researcher, many students' chose positive statement, it shows that the students gave positive response to this method. Based on the data, the researcher concluded that the students at the eight grade of SMPN 8 Palopo were interested in learning speaking through retelling folktale.

B. Suggestion

The success in teaching does not depend on the lesson program only, but also how the teacher presents the lesson and uses various method to manage the class more lively and enjoyable. The method also helps the teachers and lectures, and give much opportunity for the students to be active in teaching learning process. Regarding to teaching speaking by folktale, the researcher give some suggestions for the teacher, students and the next researcher as follows:

1. For the teachers, it is better to use an interesting topic. The researcher suggests the teacher to use folktale as media in teaching speaking because it can motivate the students and be active in speaking English.
2. For the students, they should have braveness to speak by using their own words in front of the class and do not be shy or afraid to make grammatical error in speaking because to have a good speaking we have to always practice.
3. For the next researchers, this research can be one of the references for them in conducting other researchers to improve students' speaking skill.



IAIN PALOPO

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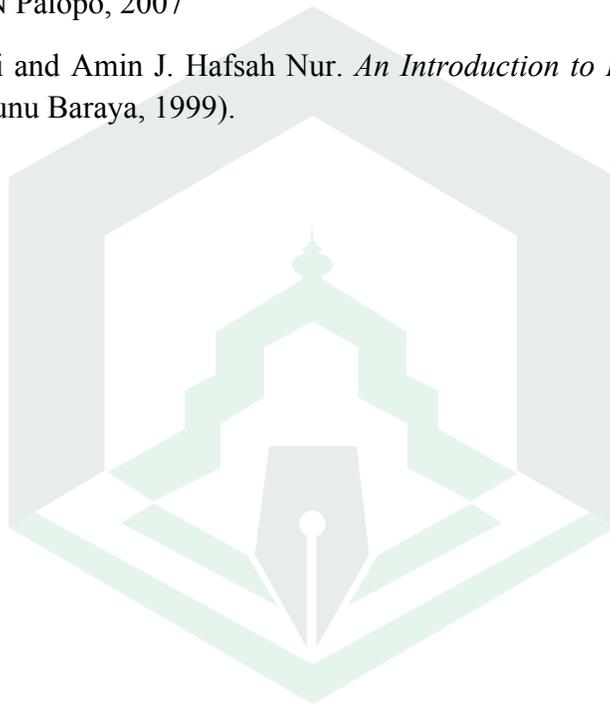
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IAIN PALOPO

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LESSON PLAN

- Subject : English
- Time Allotment : 2 x 40
- Class/Semester : VIII A/Two
- School : SMPN 8 Palopo
- Treatment : 1st
- Language Focus : Speaking Skill
- Standard of Competency :
 - Understanding the means of folktale.
- Basic Competency :
 - Understanding the means of folktale and how to retell it.
- Indicators :
 - The students feel more fun and they can get the new way to increase their speaking skill.
- Objectives : Folktale
- Learning Materials : Definition of folktale
Characteristic of folktale
How to retell folktale
- Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/Lee Breaking	<ul style="list-style-type: none"> • Greeting and praying. • Asking the students' condition. • Giving motivation to the students before giving the material. 	± 5-10 min
	Lead in	<ul style="list-style-type: none"> • The teacher explain about the folktale and how to retell it 	± 5-10 min
Presentation	Language/Skill	<ul style="list-style-type: none"> • Giving the folktale to the students. • Explain definition of folktale • Explain the characteristic of folktale. • Explain the kinds of folktale 	± 15-30 min

Control Practice	Control Practice	<ul style="list-style-type: none"> • Asking the students to understanding the folktale 	± 10-15 min
Closing		<ul style="list-style-type: none"> • The teacher asks the students' problem during the process of learning. • Closing the class and praying. 	± 5 min



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LESSON PLAN

- Subject : English
- Time Allotment : 2 x 40
- Class/Semester : VIII A/Two
- School : SMPN 8 Palopo
- Treatment : 2nd
- Language Focus : Speaking Skill
- Standard of Competency :
 - Understanding of simple past tense.
- Basic Competency :
 - Using of simple past tense
- Indicators : The students can understand using of simple past tense.
- Objectives : Folktale
- Learning Materials : Simple past tense
- Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/lee breaking	<ul style="list-style-type: none"> • Greeting and praying. • Asking the students' condition. 	± 5-10 min
	Lead in	<ul style="list-style-type: none"> • Giving motivation to the students before giving the material. • Explain about simple past tense. 	± 5-10 min
Presentation	Language/Skill	<ul style="list-style-type: none"> • Simple past tense Simple past tense is a sentence that it is verb expresses an accurrence/event or condition that happen in the past. • pattern (+) S + V2 + O/C (-) S + Did + Not + V1 + O/C 	± 35-45 min

		(?) Did + S + V1 + O/C <ul style="list-style-type: none"> • Teacher gives feedback to the students. 	
Control Practice	Control Practice	<ul style="list-style-type: none"> • The teacher asks the students to make sentence with simple past tense 	± 10-15 min
Closing		<ul style="list-style-type: none"> • The teacher asks the students' problem during the process of learning. • Closing the class and praying. 	± 5 min



IAIN PALOPO

LESSON PLAN

- Subject : English
- Time Allotment : 2 x 40
- Class/Semester : VIII A/Two
- School : SMPN 8 Palopo
- Treatment : 3rd - 6rd
- Language Focus : Speaking Skill
- Standard of Competency :
 - Understanding the means of Malin Kundang, Tangkuban Parahu, Lake Toba, Timun Mas.
- Basic Competency :
 - Students can retell the Malin Kundang, Tangkuban Parahu, Lake Toba, Timun Mas by using their own words.
- Indicators :
 - The students feel more fun to increase their speaking skill. .
 - The students can express their ideas and train to get imagination.
- Objectives : The folktale
- Learning Materials : Malin Kundang, Tangkuban Parahu, Lake Toba, Timun Mas and how to retell it.
- Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/lee breaking	<ul style="list-style-type: none"> • Greeting and praying. • Asking the students' condition. • Giving motivation to the students before giving the material. 	± 5-10 min
	Lead in	<ul style="list-style-type: none"> • Teacher will give a folktale to the students with the title "Malin Kundang, Tangkuban Parahu, Lake Toba, Timun Mas". 	± 5-10 min
Presentation	Language/Skill	<ul style="list-style-type: none"> • Dividing the students into 4 groups. One group consist 	± 40-50 min

		<p>of 6 members.</p> <ul style="list-style-type: none"> • The teacher explain to the students about sicio drama method of folktale and ask them to memorize it role. • Invited the students of perform drama which have been memorize before. 	
Control Practice	Control Practice	<ul style="list-style-type: none"> • The teacher ask the students to retell the folktale by using their words • Explaining the correction of the students' performance. 	\pm 10-15 min
Closing		<ul style="list-style-type: none"> • The teacher asks the students' problem during the process of learning. • Closing the class and praying. 	\pm 5 min



IAIN PALOPO



MALIN KUNDANG

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers reconigzed him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in deepful sadnees after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang, in front of his well dressed wife, his crews and his own gloriness, denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!" Then he ordered his crews to set sail.

Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

Mario Rustan

TANGKUBAN PARAHU

One day, when he was hunting, Sangkuriang accidentally killed his beautiful black dog (Si TUMANG). This dog is actually Sangkuriang's father who had been condemned to live the life of a dog by his GURU. However, Sangkuriang never knew it.

Sangkuriang had been separated by his mother since childhood. Yet, he was destined to meet his mother again. When on his way home, he stopped at a small village and met and fell in love with a beautiful girl. He didn't realize that the village was his homeland nor that the beautiful girl was his own sacred mother (remain young & pretty).

Their love grew naturally and one day, when they were discussing their wedding plans, Dayang Sumbi suddenly realized that the profile of Sangkuriang's head matched that of her only son's who had left twenty years earlier. How could she marry her own son? But she did not wish to disappoint him by cancelling the wedding. So, although she agreed to marry Sangkuriang, she would do so only on the condition that he provide her with a lake and a boat with which they could sail on the dawn of their wedding day.

Sangkuriang accepted this condition and built a lake by damming the Citarum river. With a dawn just a moment away and the boat almost complete, Dayang Sumbi realized that Sangkuriang would fulfill the condition she had set. With a wave of her supernatural shawl, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

With his work not yet complete, Sangkuriang realized that his endeavour were lost. With all his anger, he kicked the boat that he himself had built. The boat fell over and, in so doing became the mountain TANGKUBAN PARAHU

[From: *INDONESIA: TANGKUBAN PARAHU Booklet*, published by PERUM PERHUTANI UNIT III - JAWA BARAT.



LAKE TOBA

A long time ago, there was a poor farmer. He lived in a small bamboo hut near his rice field. He lived with other farmers in the village. One day, he wanted to catch some fish for his dinner. Just as he caught a big and fresh fish, he heard a voice. "Please don't kill me. If you let me live and put me into your rice field, you will have your dinner on your dining table". "No problem", said the farmer.

When the farmer went home, he was surprised. His dinner was already set on the table. Another day, he went to the rice field and looked for the fish. He heard some voice, "I'm here, near you". Suddenly, there was a beautiful girl beside him. Of course, he was very surprised. "Are you the fish that I caught yesterday?" "Yes, I am. Thanks for your help.

"Would you marry me?" replied the girl. "Of course. I would be honored," said the farmer happily. "But on one condition. Never tell our children that I was once a fish", added the girl. "I give you my words", promised the farmer. Well... after one year, they had a son.

They called him Sam. Years later, the mother asked Sam to bring lunch to his father at the rice field. Feeling hungry, the boy ate his father's lunch on the way. Knowing this, the farmer was angry. "You are a naughty boy! You won't be a good boy because you are actually a son of a fish!" The boy cried and told his mother what

he had heard from his father. The mother went to the rice field and said angrily, “You have broken your promise. Now you must be punished”.

Then, she left her husband. And suddenly... a big tide came and engulfed the village. The flood made a deep vast lake. People call it Lake Toba.

Cerita rakyat Sumatera Utara



Timun Mas

Long long time ago, there was a farmer couple. They were staying in a village near a forest. They lived happily. Unfortunately, they hadn't had any children yet. Every day they prayed to God for a child. One day a giant passed their home. He heard what they were praying. Then the giant gave them a cucumber seed.

"Plant this seed, then you'll get a daughter," said the giant. "Thank you, Giant," said the couple. "But in one condition, in her 17-th birthday, you must give her to me," said the Giant. The couple wanted a child so much that they agreed without thinking first.

Then the couple planted the cucumber seed. Each day they took care the growing plant so carefully. Months later, a golden cucumber grew from the plant. The cucumber was getting heavier and bigger each day. When it was ripe, they picked it. Carefully they cut out the cucumber and how surprised were they when they found a beautiful baby inside. They were so happy. They named the baby Timun Mas, or Golden Cucumber.

Years were passing by and Timun Mas had grown into a beautiful girl. Her parents were very proud of her. But their happiness turned to fear when her 17th birthday came. The giant returned to ask for their promise. He was going to take Timun Mas away.

The farmer tried to be calm. "Just a moment, please. Timun Mas is playing. My wife will call her," he said. Then the farmer came to his daughter. "My child, take this," as he was giving her a little bag to Timun Mas. "This will help you from the giant. Now, run as fast as you can," he ordered. So Timun Mas ran away.

The couple was very sad about her leaving. But they didn't want the giant to eat Timun Mas. Meanwhile, the giant had been waiting for too long. He became impatient. Somehow he knew that the couple had lied to him. So he destroyed their house and ran for Timun Mas.

The giant was chasing Timun Mas and he was getting closer and closer. Timun Mas then took a handful of salt from her little bag. She spread out the salt behind her. Suddenly a wide sea appeared between them. The giant had to swim to reach her.

Timun Mas was still running, but now the giant almost caught her. Then she took some chilly and threw them to the giant. The chilly suddenly grew into some trees and trapped the giant. The trees grew some thorns as sharp as a knife. The giant screamed painfully. At the mean time, Timun Mas could escape again.

But the giant was very strong. Again he almost caught Timun Mas. So Timun Mas took the third magic stuff, the cucumber seeds. She threw the seeds and suddenly they became a wide cucumber field. The giant was very tired and hungry so he ate those fresh cucumbers. He ate too much that he felt sleepy and fell asleep soon.

Timun Mas kept on running as fast as she could. But soon she was very tired herself. To make things worse, the giant had woken up! Timun Mas was so scared. Desperately she then threw her last weapon, terasi (a kind of shrimp pasta). IT did a miracle again. The pasta became a big swamp. The giant fell into it but his hands almost reached Timun Mas. Suddenly the lake pulled him to the bottom. The giant panicked and he couldn't breathe. At last he was drown.

Timun Mas was very relieved. She was safe now. Then she returned to her parents' house. Her parents were of course very happy to see their daughter safe and sound. "Thanks God. You have saved my daughter," they cried happily. From then on, Timun Mas lived happily with her parents with no fear anymore.

Cerita Rakyat Jawa Tengah

Test in pre-test and post test



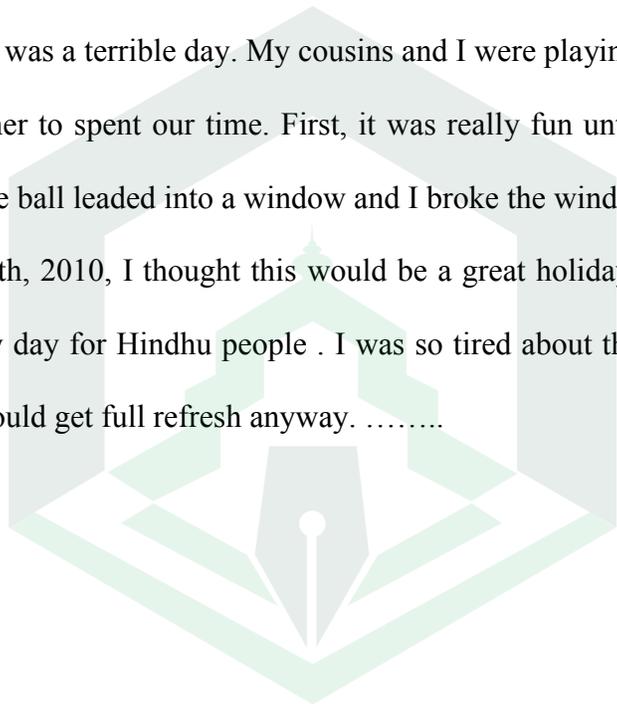
**Tell about your experience,
please!!!**

Telling experience

Well, good morning everybody. Glad to see you again this morning. I hope everything is OK with all of you. Well, listen to me. I'd like to tell you about me experience. When I.....and then,.....after that,..... I think that's all, thank you.

Some of students' record in post test

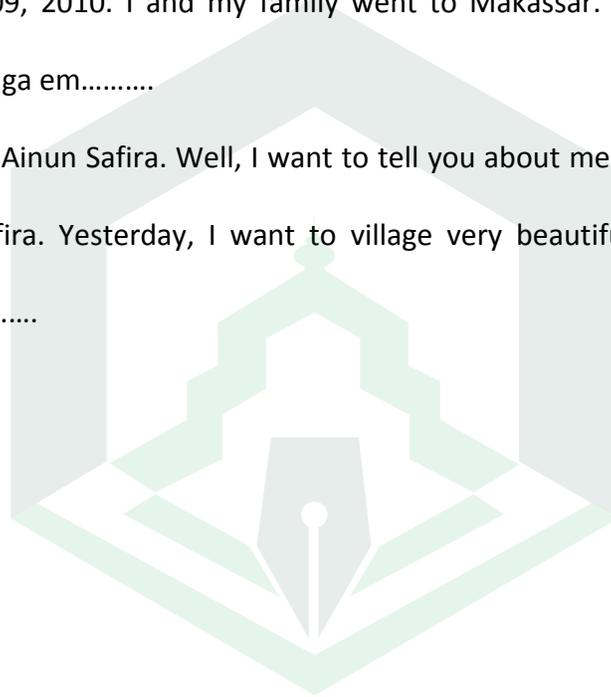
1. My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position. I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder before I could get near the door.....
2. Last Sunday was a terrible day. My cousins and I were playing football in front of a house together to spend our time. First, it was really fun until I kicked the ball too strong, so the ball landed into a window and I broke the window.....
3. On April 16th, 2010, I thought this would be a great holiday for me because that was the holy day for Hindu people. I was so tired about the study, so I guessed this time I could get full refresh anyway.



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Some of students' record in pre test

1. Well, my name is Al-Hidayat. I want to talk you my experience. When I go to basket ball competition. I'm very nervous because very much people.....
2. Well, my name is nurhalim, and I will tell you about my experience. When new year on 2009, 2010. I and my family went to Makassar. I went to emm..em,,, Tanjung Bunga em.....
3. My name is Ainun Safira. Well, I want to tell you about me experience, my name is Ainun Safira. Yesterday, I want to village very beautiful. In village I'm very happy.....



IAIN PALOPO

CURRICULUM VITAE



Ferawati was born July 14th 1992 in Palopo, South East of Sulawesi. She is the third child of one brother and four sisters. Her father's name is Mustamin, and her mother's name is Jawaria.

She started her studying at the Elementary School Num. 484 Salupikung and graduated in 2004. Then

she continued her study at SMPN 8 Palopo and graduated in 2007. After that she continued her study at SMAN 2 Palopo and graduated in 2010. And then she continued her study to the State College Islamic Studies (STAIN) Palopo and took English Department. She finished her study at STAIN Palopo in 2014.

She joined some of organizations at Campus. First, she collected together KAMMI Palopo in 2010. Second, she joined in KOPMA STAIN Palopo in 2011. And then, she joined in LDK Al-Misbah STAIN Palopo in 2012. And the last, she joined in BEM STAIN Palopo in 2013.

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