

**STUDENTS' DIFFICULTIES IN RETELLING PAST  
EXPERIENCE: A CASE STUDY AT ONE PRIVATE  
JUNIOR HIGH SCHOOL IN PALEMBANG**



**UNDERGRADUATE THESIS**

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**By**

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## **Abstract**

The aims of this study were to find out the difficulties and the factors among students in retelling their past experience at one private junior high school in Palembang. Case study was used as research methodology in this study. I used two types of instruments including speaking test and interview. The participants of this study were one class in speaking test section, then five students in interview section. Thematic analysis was used to analyze the data from speaking test and interview. I found that students have some difficulties in retelling past experience. The difficulties of the students were in fluency, accuracy, interaction, and coherence while speaking. The result showed that there were four factors those causing student difficulties in retelling their past experience. The factors were (1) lack of aptitude, (2) mother-tongue use, (3) shyness, (4) lack of motivation. In conclude, based on knowing the factors above. I hope that the next researcher could find the solution about it, not only the factors.

**Keywords** : students difficulties in speaking, retelling past experience

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, (4) significance of the study.

### **1.1 Background**

English is widely used to enable people across the globe communicate with the help of communication technology. Thus, English becoming very essential for people nowadays as to keep up with the globalization, people must be able to master at least one international language. In this case, English is number one the most recognized language in the world. Chloe (2008) argues that English is still a major language used by all sectors such as economy, medicine, law, etc. It also leads English into education not only in where English was born but also in the other parts of the world such as Asia.

In Asia, English's status can be both as foreign and second language depending on the countries where it is used. According to Education First (2018), Singapore, Philippines and Malaysia approved English as their second language. While, Indonesia considered English as a foreign language as Indonesian itself is as the second language because Indonesians mother tongues are numerous.

There are four language skills such as listening, speaking, reading and writing. Based on Grauberg (1997) argues that the major language learning goal is being able to communicate verbally. In other words, speaking is the most used skill

since the first nature of man communication media is verbal communication which is speaking.

Unfortunately, English learners can encounter various problems in speaking English. There are numerous issues related to learners' problem in speaking English. Indonesian English learners may have very well-established English grammar knowledge, but they lack of speaking skills. It is also supported by a fact found by Kuswardani and Wahyuni (2013) revealing that grammar translation method is still dominant among other methods of learning.

Among numerous teaching speaking strategies is retelling past experience strategy. This strategy is popular among English junior high school teachers as the syllabus in the curriculum includes the ability of talking about past experience as its one of competencies which learners must master. Retelling strategy has been widely used for speaking class. Based on Owocki (1999) retellings help students rethink the way through a text thereby increasing their understanding. Irwan (2016) found that as a teaching strategy, retelling can develop learners' confidence and interest in speaking. Furthermore, this strategy also can improve the abilities of paraphrasing and summarizing. However, the length of text affect learners' speaking outcomes as they consider the shorter the text, then the retelling is much easier.

A previous study exploring the students' difficulties in retelling past experience was conducted in Bandung by Mahmud (2015). The study found that the students are able to complete the given task. The results show that even though

learners' coherence is good, they encounter problems in terms of using the correct grammatical structures and developing the content. These findings are supported by the interview results where both teacher and students confirm the main factors causing learners problems is lacks of grammar knowledge, vocabulary and exercise. To examine the students' speaking performance, the researcher apply the generic structure of recount text by Emilia (Mahmud, 2015, p. 36), linguistic features using Transitivity of Functional Grammar by Halliday (Mahmud, 2015, p. 36) and grammatical structure assessment by Dulay, Burt, and Krashen's surface strategy taxonomy (Mahmud, 2015, p. 37). So, the previous related study shows that even the students' comprehension in English lesson was good, there is a specific factors which could be a problems in students learning process such as grammatically problems or even in developing the content.

Based on the informal interview with the English teacher of the eight grade student in MTs An-Nur Palembang. The teacher felt there was a problem in student's speaking English skill. The students' difficulty was retelling recount text, which was about past experience. It was proved by the result of the observation that the student had some errors while learning retelling past experience. From this problem, I was interested to do a research related to the students' difficulty in retelling past experience.

In conclusion, English learning becomes essential for people nowadays as it connects people across the globe. In order to compete in the world, Indonesians definitely must improve their English despite of numerous problems such as speaking. It is because speaking is one of major problems in English language

learning. Meanwhile, secondary students are expected to be able to talk about their past experience. Therefore, a conclusion brings the idea of conducting a study aiming to analyze the students' difficulties in retelling past experience in MTs An-Nur Palembang.

## **1.2 Problems of the Study**

This study answered these following problems:

1. What were the difficulties faced by students in retelling past experience at MTs An-Nur Palembang?
2. What were the factors causing the difficulties in retelling past experience at MTs An-Nur Palembang?

## **1.3 Objectives of the Study**

In line with the study problems, the objectives of this study were

1. To find out the students' difficulties in retelling past experience at MTs An-Nur Palembang.
2. To find out the factors causing the students' difficulties in retelling past experience at MTs An-Nur Palembang.

## **1.4 Significance of the Study**

This study was expected can bring the benefits for the researcher to increase the knowledge about speaking productions in teaching and learning process. Theoretically, this research is expected to enrich the literature and to provide a

beneficial reference for research related to the analysis of students' difficulties particularly in speaking production. Some studies have been only analyzing students' difficulties on grammatical level without concerning on students' text organization and other linguistic features in order to discover students' difficulties in developing idea when they retell past experience. This research, however, analyzed the text organization, linguistic features along with the possible causes of students' difficulties.

Practically, the result of the research will give information about the problems which the students face in the development of foreign language mastery through the analysis of students' difficulties in speaking production. This information enables teacher to be more focused on students' foreign language mastery. Moreover, since the participants of the research were seventh grade of EFL students, the identified errors may propose understanding of the teacher regarding the students' deficiency of particular aspect during their second language acquisition development.

Then, the teacher knew how to handle this kind of the problems in teaching speaking. The students also could increase their speaking ability. For the future researcher, hopefully, this study could give valuable information about retelling past experiences. I also get the benefit to increase the knowledge about students difficulties especially in retelling past experience.