

**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 III

METHODS AND PROCEDURES

This chapter presents: (1) method of research, (2) operational definitions, (3) participants of the study, (4) data collection, (5) data analysis, and (6) trustworthiness.

3.1 Method of Research

This study had been done to figure out the learners' problems in retelling past experience and the causative factors of the problems. Therefore, based on the objectives of the study, the research design of this study was qualitative approach in the form of case study. Qualitative research is one of the types of research which was concerned with phenomena such as feelings thought processes, and emotions that were difficult to learn about through more conventional methods (Strauss & Corbin as cited in Creswell, 2012, p.45). This type of research design would observe personal involvement and partiality (subjectivity and reflectivity). In conclusion, this study used a qualitative research which analyzed the participants' difficulties in retelling past experience and find out the factor of the difficulties. After the data analysis, the findings were described in detail.

3.2 Operational Definitions

In this study, there are two terms which will be explored; students' difficulties and retelling past experience. **Students' difficulties** in this study refer

to the problems that students might encounter during retelling past experience. The participants were the eighth graders of students' at MTs An-Nur Palembang. In this level, they learn to talk about their past experience.

Another term is **retelling past experience**. Retelling past experience could require the reader or listener to integrate and reconstruct the parts of a story. The factors that caused students difficulties in retelling their past experience were lack of aptitude, mother-tongue use, shyness, and lack of motivation. The first one is the lack of aptitude. It is major factor determining the level of success of classroom language learning. Aptitude can characteristically be looked upon as something comparable to intelligence which cannot change through training. The second one is mother-tongue use. It is the habitually factor of using first language. The third one is shyness. It is the feeling of apprehension, lack of comfort, or awkwardness especially when a person is around other people. The last but not least is lack of motivation. It is how the students have support from their environment. Motivation has been connected to inner forces, enduring traits, sets of beliefs and effects and to behavioral responses to stimuli

3.3 Participants of the Study

This study was conducted in MTs An-Nur Palembang. The participants of this study were the eighth grade students of MTs An-Nur Palembang. They were chosen because the material about past experience was for the eighth grade students in junior high school based on the syllabus of 2013 curriculum. In selecting the

participants, purposeful sampling will be used for a qualitative research (Cohen, Manion & Morrison, 2007, 114). These participants were all of the students' in one class. In this research, the students' have been doing in speaking test section to answer what students' difficulties in retelling their past experience are. Then in interview section, there were six participants to answer what student difficulties factors in retelling their past experience.

3.4 Data Collection

In collecting the data, the research used two kinds of instruments. They were diagnostic speaking test and interview.

3.4.1. Diagnostic Speaking Test

The diagnostic speaking test in this research was used to determine the participants' difficulties in retelling their past experience. This kind of test (diagnostic test) is used to identify students' weakness rather than what students' know and enable assessor to give specific feedback for restudying (Alderson, 2005, p. 6; Lee, 2015, p. 303). The task given to the participant was to retell their past experiences. The students' speaking activities recorded to be assessed afterwards. Analytic Descriptors of Spoken Language by The Common European Framework Speaking Scales. According to Milanovi (2009) the Common European Framework of Reference (CEFR) can be operationally for English because of its systematic and empirically-based approach to specifying which is more

precisely. In this way the CEFR the really useful rubric that it was intended to be.

3.4.2 Interview

Another instrument was interview. Interview is the most important instrument for collecting data and information in detail. In this research interviews are used in a wide variety of ways as a method to do extensive personality tests. An interview is the way of face to face conversation between the interviewer and the interviewee, where the interviewer seeks replies from the interviewee for choosing a potential human resource. In another hand, an interview definition can be crafted as a gentle conversation between two people or more where questions are asked to a person to get the required responses or answers. Cohen, Manion and Morrison (2007) describe interview as a flexible research instrument that provides complex and deep information. Furthermore, Kvale (1996) claims that interview is natural and it can give clear answer of particular topic (as cited in Alshenqeeti, 2014, p. 40). The students were interviewed to find out the factors that caused students' problems.

I used open ended interview, and then audio typed the interview and transcribed it. Tape recorder used to record all the students' conversation. The interview ended after the interviewee finished answering the questions. In order to get the information from the students about factor that affect participants' speaking difficulties in retelling their past experience.

3.5 Data Analysis

In the data analysis, I used thematic analysis. Based on Braun and Clarke (2006) thematic analysis is a method for identifying, analyzing, and reporting patterns within data. The analyzing of this data had three aspect, they were speaking test and interview. The first aspect was diagnostic speaking test, which the participants were asked about retelling their past experience. The second aspect was interview, the researcher already interviewed the students about what were the factors that affect the difficulties in retelling past experience.

3.5.1. Analysis Students Difficulties in Retelling Past Experience

To assess the students speaking difficulties, Analytic Descriptors of Spoken Language by The Common European Framework Speaking Scales will be used in speaking test. The rubric is chosen because it is expected to help learners, teachers, and assessors set goals in language learning and give the support to reach it goals (Council of Europe, 2001). There are four criteria of this rubric, they are consisting of accuracy, fluency, interaction, and coherence. However, the students need to retell their past experience.

After that, the result of this section was done by the rater. So, the participants did the speaking test and then the rater rated this assessment.

3.5.2 Analysis of Factors Causing Students Difficulties in Retelling Past Experience

The speaking test and interview were used to get the data. A qualitative interview occurs when researcher ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis (Creswell, 2012, p. 219). The detail explanation of interview analysis was presented to reveal the factors that cause students difficulties in retelling past experience.

There are five steps in interview section:

1. The interview was conducted with five students.
2. The data of interview were transcribed individually.
3. The transcribed data were reread in-detail.
4. The interview data were coded and analyzed.

Therefore, the interview section will be conducted after evaluating the participants speaking performance.

3.6 Trustworthiness

To proof the trustworthiness in qualitative study, in order to guarantee the credibility and reliability of the study. Trustworthiness itself is very beneficial in indicating the validity of the findings of a research (Creswell and Miller, 2000). So, with trustworthiness the researcher will establish that the research study are findings the credibility and reliability.

In this research, in this research I used triangulation to validate the accuracy of findings. Triangulation is corroborated evidence process by different individuals (Creswell, 2012). Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. I used methodological triangulation technique in this study. Methodological triangulation is a technique that uses different methods on the same object of study (Cohen, Manion & Morrison, 2007). Methodological triangulation involved the use of multiple qualitative methods to study the program.

The first one is the data from diagnostic speaking test. This speaking test is based on Analytic Descriptors of Spoken Language by The Common European Framework Speaking Scales. The diagnostic speaking test was rate by three raters, and classified into a table.

The second one is compared to interview data to see if similar results were found. This interview data was consist of five participants's answers about interview questions in order to finds the factors that causing students difficulties factors in retelling their past experience

The last one, the data from diagnostic speaking test and interview data were combined to corroborate each other.