

TEACHING SPEAKING BY USING RETELLING FAMOUS FAIRY TALES

ARTICLE

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ABSTRACT

This paper aims to give explanation about teaching speaking by using famous fairy tales especially for junior high school students. Besides, this paper is aimed at sharing ideas to the teachers, learners and the readers about the use of retelling famous fairy tales in teaching speaking in learning English. The teacher should try to use attractive text to attract the students' interest to help the student to speak fluently. Speaking is important for us because by speaking we can make real life communication situation with the other. We can use a text to increase students' speaking ability because by using the text they can imagine to speak freely and express their ideas by their own word by looking the text. And then the teacher explains the text. And then the teacher asks the students to retell the text by their own word in a good pronunciation, sound, gesture, and intonation in front of the class. The teacher should select the text to make the students interest and student's attention in teaching and learning process, because it is very important especially in English learning.

Keywords: *Teaching Speaking, Retelling Famous Fairy Tales*

Introduction

The purpose of studying English is to master the four language skills, namely listening, speaking, reading, and writing. Each of them is related each other and cannot be separated. In spoken form, it needs speaking ability. The writer looks the problem of the students, most of students are quiet in the classroom, because the topic that they learn was not interesting, difficult, and they do not motivate to study. Therefore, learners try

to study speaking skill very hard, in order they could tell story and speak English. They also regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishment in spoken communication. It means that people will know someone is able to speak English or not from his/her oral communication or speaking.

One of attractive activities that can be chosen in teaching speaking is retelling

story. The students will retell story in the classroom. In this type of students' activity, the students may retell story about fairytales, myth, history, and legend. By this activity, students will be enthusiastic in retelling story, and automatically they will speak English while retelling story. In retelling story, it is necessary to pay attention to five components; content, grammar, vocabulary, pronunciation, and fluency.

Speaking

There are four skills that should be acquired by the students to master English as a foreign language. They are listening, speaking, reading, and writing. The writer discusses the second skills that are speaking.

The Importance of Speaking

Speaking is very important in human life. As social creature we need to communicate. It looks strange if in a day someone does not speak or utter any single word. It is true that language is the most important form of our communication. Every society has its own language thus, in term of internationalization one needs to learn international language.

River and Temprely (1981) say that the goal of language teaching is to be able to interact freely with others, to understand what other wishes, to communicate in the broadcast sense, and to be able to convey for other what they wish to share. As a

result after studying, students have known a great deal about foreign language without being able to use it to express their intentions. Teacher is also the most effective factors that determine the success of the students' speaking activities. In the classroom the teacher will make the classroom speaking activities run well by using appropriate methods, techniques, media, evaluation, classroom activities and so forth.

Principle of Teaching Speaking

In language teaching, especially teaching speaking, the teachers help their students to develop their knowledge by providing authentic practice that prepares students for real life communication situation. They help their students to develop the ability to produce sentences, and logically connected sentences that are appropriate to specific context and pronunciation. Teaching speaking means use the language quickly and confidently, which is called as fluency. According to Bailey (1991) say that there are five principles of teaching speaking, as follow:

- a. Be aware of the differences between second language and foreign language learning contexts.
- b. Give students practice with both fluency and accuracy.

- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking tasks that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

It means that in teaching speaking skills, teacher should recognize the difficulties faced by his/ her students. The teachers help their students to develop their knowledge by providing authentic practice that prepares students for real life communication situation.

The Components of Speaking

As we know that speaking ability is very important for the goal of language learning which is to enable the learners to interact freely with each other. According to Kathleen & Rudolph (2004) speaking can be defined as the ability to use words in essential normal communication situation and the signal system of pronunciation, stress, intonation, grammatical, structure, and vocabulary of foreign language at normal rate of delivery for native speaker of the language. Speaking ability is complication of several skills. They state that these are some point that students must do simultaneously:

1. To decide what he wants to say

2. To choose the patterns he is going to use
3. To choose the words that first to patterns and conveys the meaning
4. To use the correct arrangement of sounds, voice, pitch, and form
5. To make sure that he wants to say in appropriate situation
6. To place his tongue and lips in certain positions to produce the sounds

In order that, the listeners will understand the message that delivered by the speakers, the speakers should know the components of speaking. Through explanation above, we also can say that topics, purpose, material, listener are as a component in speaking.

According to Harris (1974) there are five components in speaking; i.e.; pronunciation, grammar, vocabulary, fluency and content of the story. Pronunciation refers to the ability in producing the sounds of vowels, consonants, stress, and intonation. While grammar refers to the mastery of the linguistics rule, mastering in grammar will help to arrange the sentences in speaking English. Vocabulary means that using various words in arranging the sentences. Next fluency, it means that the speaker has

the confidential in speaking or talking, without any obstacles in speaking such as forget the words, or being slowly in talking to other people. Last the content of the story refers to the generic structure of narrative includes orientation, complication and resolution.

Retelling story

Human beings across the world have told stories as long as they have had language, and retelling story remains a living tradition that continues to evolve and flourish today. Retelling story is often considered to be a highly appropriate communication method for developing communities because it is based upon the fundamental and familiar use of speaking and listening. We know that retelling story consists of two words; retelling and story. Oxford Dictionaries (2013) states that retelling is an activity that is done by someone or students where they tell something to anyone, maybe about their activities, experience, news, phenomenon etc. until the listener get new information after listening the speaker. Fromkin (1988) says about story is a message that tells the particular of an act or occurrences or course of events, presented in writing or drama or cinema or as a radio or television program. Then, Pardiyono (2007) states that retelling story is also divided into several parts they are; fairy tales, romance, fables, myth, legend and horror story.

Teaching Speaking for L 2 Learners

Thirumalai (2002) describes a number of methods for teaching speaking. Each of them is discussed below.

a. Asking and Answering Questions

Asking question means the teacher ask question to the students about what they have learned. Answering question means the students answer the teacher's question. Then, the purpose of asking question is to give opportunities to the students to practice what they have learned and enable the students understand the new vocabularies, structure, and they are able to use them appropriately.

b. Imitation and Repetition

Thirumalai (2002) describes that imitation and repetition are important elementary steps in developing speaking skill in English. Imitation helps students to pronounce and produce the English what they hear from their teacher.

On the other hand, repetition refers to the acts of producing the utterances in as close a manner as possible to the original. Cook (1994) argues that repetition is a pleasurable, valuable, and efficient language learning activity which makes learners feels they are involved in authentic and communicative use of language. Repetition leads to the student's reproduction of the process language learning activity.

c. Substitution

Thirumalai (2002) explained that substitution of a word, phrase, or sentences by another is an elementary method which helps students to produce new utterances and to develop speaking skill. Students repeat the sentence “This is a ball” several times, and then the complement of this sentence “a ball” is changed with another complement, for example “a mat”, so the sentence become “This is a mat” and so on. In place of this, the students make the substitution and produce a new sentence. In this way, a sentence frame is practiced first, and then suitable slots in the frame are identified for substitution. When substitution is made, a number of new sentences are produced with ease by students. Here Thirumalai has given us some examples:

Let’s go to the cinema (theatre)

Let’s go to the theatre (library)

Let’s go to the library (football)

Let’s play football (hockey)

Let’s play hockey (pizza)

Let’s eat pizza (milk)

Let’s milk.

The substitution drill has been used very much by English teachers in the past. Substitution drills can be made more complex as students learn more structures and words. Combining the substitution drill with processes of addition, deletion and transposition of words/ phrases makes

these more complex and challenging to students.

Although the substitution drill is highly useful for the production of new sentences, it is of limited value (like imitation and repetition) and may not be used as the chief means to develop speaking skill.

d. Speaking through Guessing

Guessing is one of techniques that can motivate students in learning. Here Thirumalai (2002) gives us some examples. It is written on the board:

He drives buses ---- He’s a buses driver.

She sells books --- She’s books seller.

Then, the teacher instructs the students make the correct answer for the following:

Someone who drives trucks (truck drivers)

Someone who owns ships (ship owner)

Someone who robs banks (bank robber)

According to Richard Amato in Deesri (2002) argues that game is affective because it provides motivation, lower students’ stress and it gives the students the opportunity for real communication.

e. Show and Tell

Thirumalai (2002) explained this teaching method; students are encouraged to bring a favorite toy or object of any kind to class. They show their classmates what they have brought. They also tell them about it: how they got it, where it came from, and what it is used for or what it can do, etc. other students handle the object, try it out, ask questions about it, etc. This

provides a good opportunity for self-expression. The class would ask WH-Questions. The students will also tend to give answers in a form that is possible for him to make. According to Fendri (2003) say that the steps of teaching speaking using retelling story are:

- a. The teacher reads the story for the students in front of the class.
- b. The teacher asks all of the students read the story silently.
- c. The teacher asks the students one by one to come in front of the class and retell the story for other student.

f. Role Play

Role play increases student's motivation. Role play is perhaps the liveliest form of teaching method to get the class involved in speaking. Role play brings situations from real life into the classroom. Students imagine and assume roles. They create a situation, and they pretend to be some different people. Role such as friends, brothers, sisters, parents, etc. characters from the textbook and popular television programs have been suggested by many educators. Everyday life situations such as holidays, camps, fables, fairy tales, folktales, etc. have been found very useful.

Technique in Retelling Story

Retelling story is one of techniques that can be used in teaching English in

which the goal is the improvement of speaking ability of the students. In retelling fairytales, there are some techniques that can be used in making story understandable. Suggested by Stoye (2003) from BBC British Council;

- Using body language (use face, body, gestures, hand, and eye contact with the audience/ individual listeners).

We can use body language as one technique in teaching speaking. So the students can be easy to study, because the students can study directly with their body.

- Voice character

Voice character can give dramatic effect when the students retelling story, for example voice exaggeration, silence and pauses.

The Benefits of Retelling story

Children have an innate love of stories. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves and about others. Stoye (2003) suggest that retelling story is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races, and religions. Furthermore, he describes some beneficial of the retelling story in the classroom learning: First, promote a feeling of well-being and

relaxation; second, increase children's willingness to communicate thoughts and feelings; third, encourage active participation; next, increase verbal proficiency; After that, encourage use of imagination and creativity; Next, encourage cooperation between students; At last enhance listening skills.

Fairy tales

Fairy tales mean that tell one kind of story that is fairy tales to other people. According to Marchen in Zurniati (2005) states that fairy tales is tale of some length involving succession of motifs or episodes, moving in unreal world without definite locality or characters. Furthermore, fairy tales according to Wikipedia (2013) say that fairy tales is a type of short story that typically features European folkloric fantasy characters, such as fairies, elves, dwarves, and usually magic. In addition, the writer concludes that fairy tales are probably the outcome of dream experience spread by word of mouth. Then, Waller in Zurniati (2005) states that characteristic of the fairy tales as follow:

1. The setting, an undefined time and place (which nevertheless is closely related to the society from which the tale comes).
2. The flat characteristics are never developed, more often types than anything else (even when given names – e.g., “Cinderella” means

nothing more than “girls of the cinders).

3. A transformation, either a physical transformation (e.g., the best turns into a handsome prince) or a characters transformation (e.g., the ugly duckling turns out to have been a swan all along).

In addition, the writer concludes there are some characteristics of fairy tales.

There are:

- a. Fairy tales appears in long time ago.
- b. The fairy tales setting is usually in a castle, forest, or town.
- c. The fairy tales has good and bad characters.
- d. Many of characters in fairy tales are animals or members of royalty.

Procedures of Teaching Speaking by Using Retelling Famous Fairy Tales

According to Nicole (2012), there are procedures of teaching speaking by using retelling famous fairy tales as follows:

1. The teacher leads the students in brainstorming about the characteristics that they believe define a short story, especially the famous fairy tales i.e. the length, the number of characters, the time span, a well-defined plot. Help the class create a working definition of the short story.
2. The teacher asks the students to read aloud the classic fairy tale “The Lion and The Mouse.”

3. The teacher shows the power point presentation of the Elements of a Short Story (attached) to the students, discussing with the students the application of its content to the story they just heard.
4. The teacher suggests the students take notes during the slideshow or use the handout "Analyzing the Short Story" attached.
5. The teacher divides the students into pairs. Allow each pair to choose a fairy tale from those provided.
6. The teacher distributes the graphic organizers from "Makes Sense Strategies" or from one of the sites listed in the attachment. The teacher instructs the student pairs to analyze their stories just as "The Lion and The Mouse" was analyzed by the class.
7. Finally, the teacher gives the students homework, and asks students to create a quiz on the elements of the short story or write a brief modern fairy tale. Students who write the fairy tales should be prepared to identify their short story elements. Students might want to share these with the class.

Procedures of Teaching Speaking by Using Retelling Famous Fairy Tales.

Pre Teaching Speaking Activity

Pre-teaching speaking activities mean to give students motivation in learning. Angela (2006) says that the

purpose of pre-teaching activities is to help the students to focus their mind on the topic they will learn by giving some interesting and positive values teaching materials in the process of teaching and learning activities. The teachers do approaches to the students by giving greeting for examples: hello, good morning, etc., brainstorming related to the topic, and showing a picture.

The following are the activities of pre-teaching. The steps are:

- a. The teacher checks the students' attendance.
- b. The teacher reviews the material.
It can be done about 5 minutes to stimulate the student to learn and to remind the students about the last lesson.
- c. The teacher motivates the students to learn.

Many ways can be done to motivate the student to learn. Here the teacher just motivate them by showing a picture before enter to the new topic which relate to the topic. For examples:

- By showing a picture.

The teacher show a picture to the students and the teacher asks some question to the students before starting the class such as:



Source:http://learnamericanenglishonline.com/Reading/Purple_Level_Reading/7_The_Lion_and_the_Mouse.html

Teacher: Do you know about the picture?

Students: Yes, I do. It's the picture of the lion and the mouse.

Teacher: Do you know about the story?

Students: Yes, I do.

Teacher: Ok good. Based on the picture can you guess the topic that is going to be learning?

Students: The lion and the mouse.

Teacher: Very good.

d. The teacher introduces the title of the fairy tales before the students read the story.

Whilst Teaching Speaking Activity

Speaking activities are the process of learning in the classroom. Penatra (2003) says that the classroom activities should be placed where learners can speak freely so the students express their idea easily. Furthermore, Fendri (2003) states that the teacher may conduct several activities like distributing the selected

materials to the students and instructing them to do the activities as follows:

- a. The teacher reads the story for the students in front of the class.
- b. The teacher asks all of the students read the story given silently.
- c. The teacher asks the students one by one to come in front of the class and retell the story about famous fairy tales for other students.
- d. The teacher asks question to the presenter for examples: who are the participants in the story? , where does the story happen?
- e. The presenter may finally have their own seats, and the teacher find other students randomly to retell the story.
- f. The teacher will ask some students who rarely respond about the content that has been delivered before. It checks they can understand or not.
- g. The teacher motivated the students to speak up by avoiding correcting their mistake so many times, giving fair attention and she should give some reinforcement such as: thank you, well, very good, etc.
- h. Finally the teacher ends the activities by discussing new vocabularies that may not be understood by some students.

The Lion and the Mouse

Once, when a lion was a sleep, a little mouse began running up and down

upon him, this soon awakened the lion, which placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days?"

The lion was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up the lion and soon gnawed away the ropes that bound the king of the beasts." Wasn't I right?", said the little mouse.

Source:http://learnamericanenglishonline.com/Reading/Purple_Level_Reading/7_The_Lion_and_the_Mouse.html

Post-Teaching Speaking Activity

Zamnia (2012) says that Post-teaching speaking activities just follow up the story to check how far the students understand the lesson that has been learned. The following are some activities of this section:

- a. The students review the topic and lead by the teacher by giving some questions.
 1. Teacher: What is our topic today?
 2. Students: The Lion and the Mouse.
 3. Teacher: Where did the story happen?
 4. Students: In the jungle.
- b. The teacher say good bye to the students and leave the classroom, this is the end of teaching learning process.

Conclusions and Suggestions.

Conclusions

Teaching speaking is a very important part of foreign language learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

Retelling story can be used to increase the students' skill in speaking. Besides, it can make students interested in learning English. Focusing on the activities that will be done by the students, the writer would like to say that the students are more active than the teacher. The teacher only acts as a facilitator. Thus, the readiness of the students is really needed to support the interesting activities in the classroom.

Retelling story can be given through three stages; pre-teaching activity,

whilst teaching activity, and post teaching activity. In pre-teaching activity, the students are motivated to speaking about a story and know about the topic what they will speak. In whilst teaching activity, the teacher gives opportunity to the students to speak freely and to express their ideas. In post teaching activity, the teacher follows up to check the students understand in the lesson.

Suggestions

Based on the conclusion, the writer would like to give some suggestions as follows:

1. The teacher should find another interesting text in short story.
2. The teacher should use fairy tales which are familiar to the students and relevant to their speaking ability.
3. To increase the students ability in a good pronunciation, sound, gesture, and intonation in retelling story.
4. The teacher should motivate students that speaking learning is not difficult but interesting and easy.

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