

A Study On The Speaking Ability Of Third Year English Department Students Of Bung Hatta University Through Retelling A Legend

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kemampuan berbicara mahasiswa tahun ketiga Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bung Hatta melalui penceritaan legenda. Populasi penelitian ini adalah mahasiswa Jurusan Bahasa Inggris tahun ketiga Universitas Bung Hatta. Jumlah sampel sebanyak lima belas (15) mahasiswa yang dipilih dengan menggunakan teknik random sampling. Data dikumpulkan melalui tes berbicara dengan meminta mereka menceritakan kembali salah satu legenda yang diberikan secara lisan. Untuk membuat tes tersebut reliabel penulis menggunakan metode antar penilai dengan menggunakan dua skorer, hasilnya tes tersebut reliabel. Kemudian, tes tersebut valid dalam hal validitas isi. Hasil penelitian ini menunjukkan bahwa secara umum kemampuan berbicara mahasiswa tahun ketiga Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta melalui penceritaan legenda tergolong sedang. Terdapat 60% mahasiswa memiliki kemampuan sedang. Secara rinci, kemampuan mahasiswa dalam mengungkapkan isi legenda (orientasi, komplikasi, dan resolusi) tergolong sedang. Terbukti bahwa 86,67% mahasiswa memiliki kemampuan sedang, kemampuan mahasiswa dalam menggunakan struktur kalimat yang tepat tergolong sedang. Terbukti 80% mahasiswa memiliki kemampuan sedang; kemampuan mahasiswa dalam memilih dan menggunakan kosa kata yang tepat dalam menceritakan kembali legenda tergolong sedang. Terbukti 93,33% mahasiswa memiliki kemampuan sedang; kemampuan mahasiswa dalam melafalkan kata-kata dalam menceritakan kembali legenda tergolong sedang. Terbukti 66,67% mahasiswa memiliki kemampuan sedang dan kefasihan mahasiswa dalam menceritakan kembali legenda tergolong sedang. Terbukti 60% mahasiswa memiliki kemampuan sedang.

Kata Kunci: kemampuan berbicara, legenda, orientasi, permasalahan, resolusi.

Abstract

The purpose of this research was to describe the third year students' speaking ability of English Department, Faculty of Teacher Training and Education, Bung Hatta University through retelling the legend. The population of this study was the third year English Department Students of Bung Hatta University. The total numbers of sample are fifteen (15) students chosen by using random sampling technique. The data were collected through speaking test by asking them to retell one of provided legend orally. To make the test reliable the writer used inter-rater method by using two scorers, the result is the test was reliable. Then, the test was valid in term of content validity. The result of this study showed that speaking ability of the third year students of English Department of Faculty Teacher Training and Education, Bung Hatta University through retelling the legend is moderate. It is proved that 60% students had moderate ability. It is proved that 86.67% students had moderate ability, students' ability in using appropriate structure in sentences is moderate. It is proved that 80% students had moderate ability; students' ability in choosing and using the appropriate vocabulary in retelling the legend is moderate. It is proved that 93.33% students had moderate ability; students' ability in pronouncing the words in retelling the legend is moderate. It is proved that 66.67% students had moderate ability and students' fluency in retelling the legend is moderate. It is proved that 60% students had moderate ability.

KEY WORDS: speaking ability, legend, orientation, complication, resolution.

INTRODUCTION

Background of the Problem

In learning English, there are four English language skills that should be mastered by the students, they are; listening, speaking, reading and writing. Each of them is related to each other and cannot be separated. From the beginning of our lives, the first skill we acquire is listening because since we were the baby, human just could listen without saying anything except crying. Then, later on when the baby is getting older the next skill she/ he achieve is speaking skill. In our lives, we always hear the information, news and also story and then we try to retell it again to somebody else, whether in spoken or in written form.

There are many goals in teaching and learning process. Some of them are leads us to think analytically, logically, creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems (OSPI; 2011). As the students who study English as a second language, the main goal is the ability in English communication orally. According to (Wahidah, 2016), speaking needs to understand how the language is produced and have to know sociolinguistics competence such as why, when, and method to produce the language. Speaking is different from other skills that require more power to speak in front of the public. The students in Indonesia also think that speaking is laborious because it is not accessible to them to learn a new language. Although when learning the language process, the students are required to master speaking skills and should be mastered in other skills because they are related to each other.

Based on the writer's observation in Bung Hatta University, especially at Faculty of Teacher Training and Education's campus, the third year students have problem in speaking, it is difficult for them to speak, and some of them, even, think that it is a difficult subject. They have low motivation in speaking, the students were mostly passive and they did not have self confidence in speaking English. The writer thinks that the students also need a new and attractive media to increase their motivation and grades. So, teaching speaking should use many creative techniques. Through that way, the students will be interested in speaking.

One attractive activity that can be chosen as the media in teaching speaking is retelling a legend. In this type of activity students may retell the legend from their village of country. As we know that in Indonesia there are many famous legends and almost every province has its own legend. By this activity students will be enthusiastic in retelling their legend, and automatically they will speak English while retelling the legend.

From the explanation above, the writer is interested to know the students' speaking ability of the third year English Department students through retelling the legend.

Identification of the Problem

In English, there are four skills that students should master. They are listening, speaking, reading, and writing. In speaking, there are many aspects or components that are necessary to be considered. Learning to speak is an important aspect of language. Tuan and Mai (2015: p.18), there are many factors affecting students" speaking as follow: (1) topical knowledge; (2) motivation to speak; (3) teachers" feedback during speaking activities; (4) confidence; (5) pressure to perform well and (6) time for preparation. Considering the factors above, Ahyak and Indramawan (2013: p.19) speaking develops to acquire speaking skill students must have many aspects of speaking such as pronunciation, structure, vocabulary, content, and fluency.

Most of the techniques used in speaking in telling stories to students aimed to encourage them to hear stories, see them, act them out, retell them, revise and rewrite them. In telling stories to the students, the writer used the following four techniques: picture book storytelling, total physical response storytelling, mime storytelling, and into- throughbeyond storytelling.

Then there are various kinds of story that can be used in speaking class, such as legend, myth, history, and fairy tale. Legend is a popular story handed down from earlier times which may or may not be true. Myth is traditional scary story, typically revolving around the activities of God and heroes, which purpose to explain a natural phenomenon or cultural practice. History is a chronological record of significant events (as effecting a nation or institution) often including an explanation of their causes. Fairy tale is a story about fairies, giants, magic deeds unbelievable or untrue story (Merriam; 2010).

Purposes of the Study

The main purpose of the study is to describe the third year students' speaking ability of English Department Faculty of Teacher Training and Education, Bung Hatta University in retelling the story.

REVIEW OF THE LITERATURE

Speaking English as a foreign language is difficult skill to be taught and learned because the learners should master some aspects like mastery vocabulary, correct pronunciation, know about grammar, and other. When the learners want to speak, they also should think about all of those aspects. (Haryudin and Jamilah, 2018:59). Therefore, speaking skill is the most difficult aspect for learners to master. This is a hard thing because when people want to talk or say something to others, they have to consider several things that are interrelated like ideas, language that is used, what to say, how to use grammar and vocabulary, pronunciation, as well as listening and reacting to interlocutors.

Speaking is process of conveying or sharing ideas orally (Eliyasun, Rosnija, and Salam, 2018:1). Therefore, if learners do not learn how to speak and never practice in the classroom, they soon lose interest in learning and get motivation to learn or practice English speaking. Learners who do not develop strong oral skill during this time will find it difficult to keep face with their peer in the later years. Additionally, according to Zuhriyah (2017:122), speaking is the way of people to express something and for communicating to other people orally. Speaking is the first way to interact with others in the social community because in daily activities people cannot be separated from interaction and communication

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching - learning methodologies.

Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The function of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking is one of the language art of talk as communication interaction with someone, and it is very difficult to master it. Speaking skill is have a closely relationship with listening skill, in speaking act, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by orally (Gani, 2015).

Anggryadi, (2014) shows that many speakers believe that learning a language can make speaking a success, which is the primary goal of learning English as a foreign language. However, few can speak intelligently and adequately if they do not receive sufficient guidance. Copland et al., (2020) thus, states that English language instructors should help students with the most outstanding abilities to achieve this speaking goal. Because the advantage of speaking is the speaker's confidence, however, in other words, Al Nakhalah, (2016) believes that students have problems and difficulties in speaking so that they encounter English. A student's confidence will increase because students have speaking competence with lots of practice to ensure that their English is excellent and convincing. (Leong & Ahmadi, 2017; Ehsan et al., 2019; Suroso et al., 2021).

Because of the importance of speaking skills in this international language. Usmonov, (2020) students and the general public must learn these foreign language skills to achieve high competence orally and in writing so that they can use English communication as a method of communication, especially in the study and work activities. In various types of business (Hoa, 2016; Amalyah, 2021). It is not difficult to be more proactive in responding to the global flow of information as an asset to meet market needs due to the rapid growth of technology. English as the world's social language is not only an academic requirement because its mastery is limited to linguistic skills but is also a medium of international communication (Hu & McKay, 2012; Jenkins, 2013).

Components in speaking are needed to know well in measuring students" ability on speaking skill. Furthermore, knowledge and self confidence and way in delivering are the basic elements of an effective speech. Therefore, there were some experts who have several arguments about the speaking components.

As the writer mentions before concerning the components of speaking, there are five important components which could influence speaking ability. According to Syakur in Mora (2010) speaking is a complex skill because at least it is concerned with components consist of four components: grammar,

vocabulary, pronunciation, and fluency. Furthermore, Nakamura in Trong (2012) the scoring scale in components of speaking assessment based on: coherence, content, grammar, structure and language used: spelling, vocabulary.

Activities in Promoting Speaking Skill

There are many activities to promote speaking skill. As Suban (2021) inferred from on her article in the internet on Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote speaking, they are: Discussion, Role Play, Simulations, Information Gap, Brain Storming, Storytelling, Interviews, Story Completion, Report, Playing Cards, Picture Narrating, Picture Description, Find the Differences

Story Telling

Human beings across the world have told stories as long as they have had language, and storytelling remains a living tradition that continues to evolve and flourish today. Storytelling 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. The content of the story itself will often convey experience, knowledge, wisdom and values which are handed down through generations. Stories can easily be adapted or newly devised to incorporate development issues.

Story telling is one of the earliest forms of human communication. This kind of activity can be done by the teacher of English lecturer in teaching English especially in speaking class. Wikipedia an online dictionary defines storytelling is the conveying of events in words, images and sounds often by improvisation or embellishment.

Story telling is also divided into several parts, based on Answer.com (website) they are; Fable, Myths, Legend, Fairytales, Science fiction story, Anecdote, Short stories, Parables, Novels, and, Horror story. Furthermore, Chamber (2010) says that story telling is a pedagogical technique that has been used by teachers. The modern teacher who employs this technique as a teaching tool will make the students interested and could improve students' imagination and speaking ability in English.

While retelling a legend means that retell again one kind of story telling that is legend to other people. Furthermore, legend according to yourdictionary (2011) is a story handed down for generations among a people and popularly believed to have a historical basis, although not verifiable.

Technique/ Procedure 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. This activity is an easy way to use and the cost is free, in other word this activity does not need much money to spend. In retelling legend there are some techniques they can be used in making story understandable. Here are some procedures in retelling the story suggested by Stoyle (2003) from BBC British Council;

- Vary the volume, pitch and tempo of your voice (enunciate clearly and exaggerate expression)
- Use your face, body and gestures (let your body speak)
- Make your body and face respond to the tale
- Have a clear focus and maintain concentration
- Maintain engaging eye contact with the audience/ individual listeners
- Create a charismatic presence (make the audience believe you)
- Use different, exaggerated character voices
- Use your space/ be dynamic
- Remember to pace yourself
- Always remember to regain your style as a narrator
- Use silence and pauses to add dramatic effect

METHOD

Research Design

In this research the writer applies the descriptive design. Descriptive research involves collecting data in order to answer the questions concerning the current status of the subject of the study.

According to Wikipedia (online dictionary) descriptive research is also known as statistical research,

describes data and characteristics about the population or phenomenon being studied. Descriptive research answers the questions who, what, where, when and how. This research is designed to describe the ability of the third year students of English Department of Bung Hatta University in retelling the story orally.

Population and Sample

Ary (2010) states that population is the group in which the researcher would like the result of the study to be generalized. The population of this research was the third year students of English Department Faculty of Teacher Training and Education, Bung Hatta University. The population comprises three classes; class A, class B, and class C. The total number of the population is about 125 students. The writer took the third year students as the population because he assumed that they have passed three kinds of speaking courses, namely; speaking 1, speaking 2, and speaking 3. Beside that, they have studied some supported subjects such as; structure 1, structure 2, structure 3, and structure 4, vocabulary and pronunciation.

Because the number of population is large the writer took simple random sampling technique as the technique of taking samples. Moreover, the samples of students are homogeneous; they have the same characteristic in terms of materials and number of hours for studying speaking per week. According to Ary (2010), the minimum sample of this descriptive research is 10 % of the population. It means that more than 10 % of taking sample is better. In this research, the writer took 15 students as the sample or about 12% of the population. In taking the sample, the writer used the small paper in which there is name of the students, and then put them into the box. After shaking them, the writer took 15 papers randomly with closed eyes.

Instrumentation

The instrument used for this research to collect the data was speaking test. The writer used handphone to record the students' voices while they are retelling the story. As the preparation, the writer prepared the story texts which were taken from the internet. The writer chose three legends; they are Malin Kundang, Lake Toba, and Tangkuban Perahu. The writer chose them, because they are famous legend in Indonesia, the writer is sure that the student have known these legend.

The writer divided 15 students into three groups, so one legend was retold by five students. Next, the students were asked to read the story first and then asked them to retell it orally. Each student had ten minutes. The test was evaluated based on the five components such as content, structure, vocabulary, pronunciation, and fluency.

Before giving the test, the writer gave some instruction to students concerning the technique in retelling the legend. In order to know the allocation of time for students in retelling the legend, the writer has randomly asked some students to retell the legend as tried out. The result of the try out was generally each student needed 10 minutes to retell the legend.

Then the test was started after each student got the title of the legend. The duration of time to do the test in retelling of the legend is 10 minutes per student. This limitation of time was already been tried out to several third year students, and all of them finished retelling the legend about 10 minutes.

A good test should be valid and reliable. It means that, a test is valid if it measures what is supposed to be measured. In order to see the validity of the test, the writer used content validity. Arikunto (2013) states that one of the characteristic of test validity is content validity. It means that, the test is valid if it fixes with the materials that have been given to the students. The students have ever retold the legend even at Senior High School.

While reliability is the degree to which a test consistently measures whatever it is measured. In order to get the reliability of the test, writer used inter rater method; he used two scorers method. The test was scored by two scorers (scorer 1 is writer and 2 is Rio). The criteria of choosing second scorer is he got grade A for speaking subject. The writer found the correlation of the two scorers by using Product moment formula in Arikunto (2013) as follows:

$$r = (N\sum xy - (\sum x)(\sum y)) / (\sqrt{([N\sum x]^2 - (\sum x)^2)([N\sum y]^2 - (\sum y)^2)})$$

Where :

r_{xy} = The coefficient correlation between x and y variable

n = the total number of test items

x = the score of first scorer

y = the score of second scorer

To know the coefficient correlation of the test, the result is analyzed by Spearman-Brown formula (Arikunto, 2013)

$$R_{xy} =$$

Where:

r = the coefficient reliability for total test

The coefficient correlation of the test is categorized as follows (Arikunto, 2013)

0.81 – 1.00	= very high correlation
0.61 – 0.80	= high correlation
0.41 – 0.60	= moderate correlation
0.21 – 0.40	= low correlation
0.00 – 0.20	= very low

The result showed that the test had $r_{xy} = 0.73$ it means that the test had high correlation. In other word, the test was reliable (see Appendix 5).

Technique of Collecting Data

The data of this research are students' scores in speaking through retelling a legend orally. Then, the procedures of collecting data are; replay and listen the record of the students' story, do the transcription and give score on each component of speaking based on the Diki's criteria (Diki, 2016). Those aspects are content, pronunciation, grammar, vocabulary, pronunciation, and fluency as seen in the following table. The maximum possible score for this test is 25 and 5 for the minimum possible score. In terms of giving scores for the vocabulary and fluency item, the scorer 1 and 2 replay again the record.

Table 1.
Rating Scale

Criteria	Scale	Consideration
Content	5	Ideas highly organized, covers all of the elements of the story.
	4	Ideas well organized, covers almost all of the elements of the story.
	3	Ideas less organized, some missing parts of the elements of story.
	2	Ideas less organized, covers only the main elements of the story.
	1	Unorganized ideas, a lot of missing parts of the elements.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic pattern.
	1	Errors in grammar and word order so severe as to make conversation virtually unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	

		Vocabulary limitations so extreme as to make conversation virtually impossible.
Pronunciation	1	Speech consists of almost appropriate pronunciation
	2	Speech consists of hardly incorrect pronunciation.
	3	Speech consists of some inappropriate pronunciation.
	4	Speech consists of mostly inappropriate pronunciation
	5	Speech consists of very poor pronunciation.
Fluency	5	Speech is quite flowing style, mostly easy to understand.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed fluency is rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language
	1	Limitation Speech is so halting and fragmentary as to make conversation virtually impossible.

Technique of Analyzing Data

Data of this research were students score in speaking through retelling a legend. In analyzing the data, the writer used the followed the procedures suggested by Gay et al 2012) as below;

1. Presenting the raw score
2. Calculating Mean (M) and Standard Deviation (SD)

$$M = \frac{\sum X}{N}$$

$$SD = \sqrt{\frac{\sum X^2}{(N-1)} - \frac{(\sum X)^2}{N(N-1)}}$$

Where:

M : Mean
 $\sum x$: The total number
 $\sum x^2$: The total x^2
 N : Number of students
 SD : Standard deviation

Classifying the students' ability into high, moderate and low ability was based on the following categories (Arikunto: 2013):

$> M + 1 SD$ = High
 $M - 1 SD \sim M + 1 SD$ = Moderate
 $< M - 1 SD$ = Low

Calculating the percentage of the students who got high, moderate and low ability by using the following formula:

$$P = R/T \times 100 \%$$

Where:

P = percentage of the students' score
 R = the sum of the students who got high, moderate and low
 T = the sum of the students

RESULT AND DISCUSSION

In this case, the writer presents the result of the study on students' ability in speaking through retelling the legend.

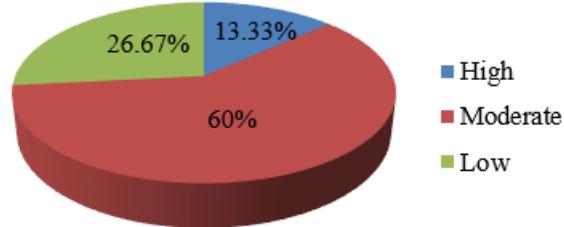
1. Students' Speaking Ability in Speaking through Retelling a Legend in General

Based on data analysis, the lowest score is 12 and the highest score is 18. Having calculated the

Mean and Standard Deviation, the writer got that Mean is 14.6 and Standard Deviation is 1.92. The result of the data showed that, 2 students (13.33%) had High ability, 9 students (60%) had Moderate ability, and 4 students (26.67%) had Low ability (see Appendix 8 and 9). In order to be clear, see the chart below;

Chart 1

Students' Speaking Ability through Retelling a Legend in General



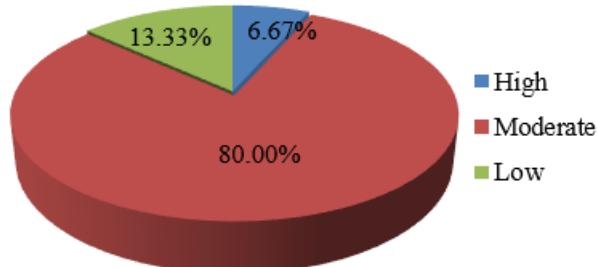
Based on the chart above, it was found that the students' speaking ability of English Department of Bung Hatta University through retelling the legend in general was moderate. Furthermore, about how the students' speaking ability to express the content of a legend, to use Grammar, to choose and use appropriate vocabulary, to pronounce the words, and how the students' speaking ability in terms of fluency in retelling the legend, they are explained as follows:

2. Students' Speaking Ability to Express the Content of Legend

To find out the students' ability in expressing the content of story, the writer firstly counted the students' score. The maximum score for this component is 4, and the lowest one is 2.5. After calculating the Mean and Standard Deviation, it was found that the Mean is 3.17 and Standard Deviation is 0.39. The result of data analysis showed that, there was only 1 student had High ability (6.67%), 12 students (80%) had Moderate ability and 2 students (13.33%) had Low ability. It can be seen from the chart below.

Chart 2

Students' Speaking Ability to Express the Content of Legend

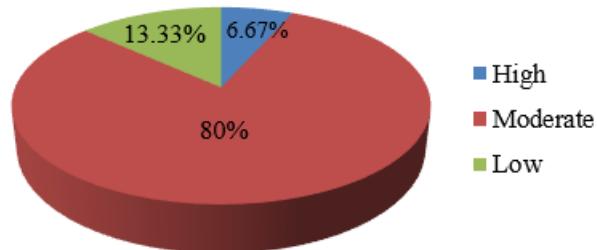


From the chart above, it can be said that the students' ability in expressing the content of the story was moderate.

3. Students' Speaking ability on Using Grammar to Retell a Legend

Based on the guidelines of scoring the speaking test (Harris, 1974) the maximum score for this component is 3.5 and the minimum possible score is 2. Data analysis also demonstrated the Mean was 2.7 and Standard Deviation is 0.41. The result of the data analysis also showed that 1 student (6.67%) had high ability, 12 students (80%) had moderate ability and 2 students (13.33%) had low ability (see Appendix 16 and 17). It can be seen from the chart below.

Chart 3
Students' Speaking Ability on Using Grammar to Retell a Legend

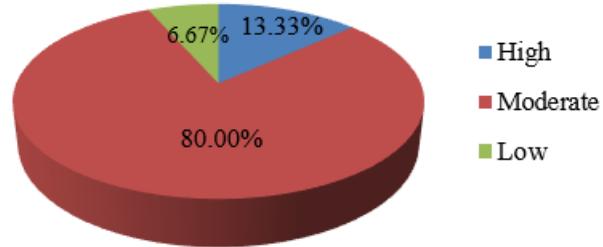


From the chart, it can be seen that the students' ability on grammar aspects in retelling the legend is moderate.

4. Students' Speaking Ability to Choose and Use Appropriate Vocabulary in Retelling a Legend

In terms of choosing and using appropriate vocabulary in retelling the legend, the result of the data analysis showed that, the highest score was 4 and the lowest score is 2.5. The data analysis also demonstrated that the Mean is 3.23 and Standard Deviation is 0.41. It can be seen from the chart below.

Chart 4
Students' Speaking Ability to Choose and Use the Appropriate Vocabulary in Retelling a Legend

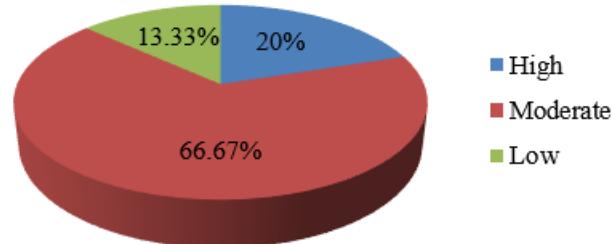


It can be said that the students' speaking ability to choose and use appropriate vocabulary in retelling the legend was moderate.

5. Students' Speaking Ability to Pronounce the Words in Retelling a Legend

In term of pronunciation, the maximum score for this last component is 4 and the minimum score is 2. It also showed the Mean is 2.93 and Standard Deviation was 0.55. The result of this data analysis demonstrated 3 students (20%) had high ability, 10 students (66.67%) had moderate ability and 2 students (13.33%) had low ability.

Chart 5
Students' Speaking Ability on Pronouncing the Words in Retelling a Legend



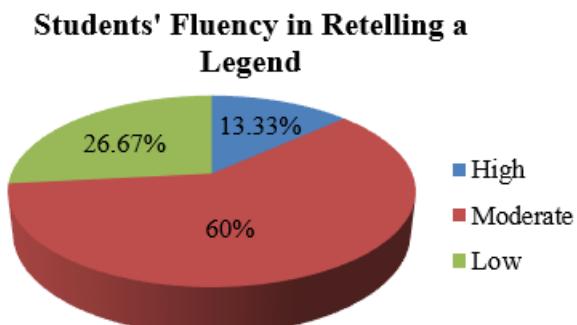
The chart above shows the percentage of students' speaking ability to pronounce the words in retelling the legend was moderate.

6. Students' Fluency in Retelling A Legend

In terms of students' fluency in retelling the legend, the maximum possible score for this component was 5 and the minimum possible score was 1 (Harris, 1974). The result of the data analysis showed that,

the highest score was 3.5 and the lowest score was 1.5. The data analysis also demonstrated that the Mean was 2.57 and Standard Deviation was 0.56. The result of data analysis showed that there were 2 students (13.33%) had high ability, 9 students (60%) had moderate ability and 4 students (26.67%) had low ability (see appendix 28 and 29). And see chart below.

Chart 6



From the chart above, it can be said that the students' fluency in retelling the legend is moderate.

Based on findings, the writer found that the students' ability in speaking through retelling the legend was moderate (60%). From their speaking test, they have trouble on the following aspects:

1. In term of content, they had moderate ability because 86.67% students were categorized in moderate ability. Some of them did not state the orientation, complication or resolution as written in the text she read before, such as the student 4 did (transcription 4). The student did not mention the location of the legend and directly go to the main story.
2. In the aspect of grammar, they also had moderate ability because 80% students were categorized in moderate ability. Some of them did not understand about the tenses, they used simple present tense even telling the past activity, such as this sentence; "there is a farmer who lives in the region of Sumatera, he worked very diligent and he lived alone". The word there is should be changed into there was because the legend happened long time ago not now.
3. For the aspect of using appropriate vocabulary through retelling the legend, the students also got moderate ability, because most of 93.33% students had been classified in moderate ability (see Appendix 21). Some of the students still have limited vocabulary, so they did not have an improvement of vocabulary. For example the word "ship" can be changed as "ark", like found in the legend of Sangkuriang, where in the legend Sangkuriang "kick the ship" or can be said as "kick the ark".
4. In terms of pronunciation, the students' speaking ability through retelling the legend had moderate ability. It is showed that 66.67% students had been classified in moderate ability. In this case, some students did not pronounce the words correctly, such as the word "curse" is pronounced as /ku;rs/ but the correct one is /kɜ:s/ and others mistakes.
5. In terms of students' fluency, they had moderate ability because 60% students had been classified in moderate ability. Although they got moderate ability, but most of them spoke with hesitate and annual stop, such as saying ho... or hmm... many times.

CONCLUSION

Based on the findings of the research, the writer concluded that:

1. In general the speaking ability of the third year students of English Department of Faculty Teacher Training and Education, Bung Hatta University through retelling a legend is moderate.
2. The students' ability in expressing the content of the legend is moderate.
3. The students' ability in using grammar in retelling the legend is moderate.
4. The students' ability to use the appropriate vocabulary is moderate.
5. The students' ability to pronounce the words in retelling the legend is moderate.
6. The students' ability in fluency in retelling the legend is moderate.

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