

Improving Students' Speaking Skill and Self Confidence Using Retelling of Fifth Grade Students

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Abstract—This study aims to apply the retelling technique to improve the speaking skill and self confident of fifth grade students. This was a classroom action research study. The research subjects were 37 grade 5 students. The data were collected through observations, tests, documentation, and unstructured interviews. The research instruments consisted of a teacher activity observation sheet, a student activity observation sheet, documents, an interview guide, and learning achievement tests. The results of the study show that the using of retelling technique is capable to improve students' speaking skill and self confident. From the pretest before Cycle I to Cycle II the students' reading skill has improved. Percentage mastery of pre-action-pre-action of pronunciation skills was 45.9% while in the first cycle of 59.5%. In cycle II the final completeness was 75.7%. The results also show that students' confident characters through retelling techniques have improved. Increased visible from the questionnaire from pretest to cycle I of 18.9% and the improvement of students' self-confidence from cycle I to cycle II was 10.8%.

Keywords—speaking skill, self confidence, retelling.

I. INTRODUCTION

Someone needs language skills in order to think and act communicatively. One important aspect of language skills is speaking. Speaking is a skill to reproduce the current articulation sound system to convey the will, needs, feelings, and desires to others [1]. The essence of speaking is someone delivering a message to others. This message can be thoughts, ideas, feelings, attitudes, responses, judgments, and so forth according to the needs of the speaker. Speaking must be coherent and delivered correctly, therefore, speaking skills should be well trained so that in conveying information, ideas, thoughts, feelings, and desires are easily accepted and understood by the listener. In addition a speaker is also required to be able to communicate his ideas in accordance with the needs of the listening. This is in accordance with the opinion of Tarigan [2] which states that speaking is a tool to communicate ideas that are developed in accordance with the needs of the listener and listener.

Speaking is a vital face-to-face communication tool included in the student's learning process at school. Tomkins & Hoskisson [3] says that speaking is a useful and important learning tool. The learning process in Curriculum 2013 requires the active participation of all learners. Learning activities use a scientific approach in all course content, which includes: digging information through observation, asking, reasoning, trying, and communicating. Through activities presenting the results of work and conclusions that have been prepared, students either together or individually this, the teacher can know the extent to which students understand the material being studied.

Students can communicate their work well if they have good speaking skills. Speech skills can only be acquired and mastered by a lot of practice. This is as conveyed by Iskandarwassid & Sunendar [1] that the process of learning to speak will be easy if students actively engage in communication. Everyone is indeed meant to be able to speak or communicate verbally, but not all have the skills to speak properly and correctly. Therefore, speaking lessons are important to teach in primary schools. In the process of learning the language at school, children develop the ability to speak gradually and the longer the more perfect, meaning that the structure of the sentence to be true, the choice of the word more precise and varied sentences.

Based on the performance of students' speaking skills when telling about important events in their life, speaking skills of grade V students are still low. The results indicate that 48% (18 out of 37 students) are below 75. In addition, the confidence level of most of grade V students is also lacking. This is indicated by the results of self-assessment KI2 (social attitudes) 62% of students (23 of 37 students) confidence score below 75. Based on the observation results are still a lot of students who at the time told her voice slowly, even there are two students whose voice is very slow. The eyes of the students when telling stories are not in the direction of the audience but up or down, before appearing already felt anxious and afraid if later made a mistake in telling stories, and there were still many

students who are still embarrassed when given the task to tell. The reason for the low skills of speaking and believing the students themselves, among others, because the lessons on the previous curriculum lack of activities that involve students directly to actively speak in front of the class, the teacher has not found the right technique and tend to be only as a conveyor of the material, the learning has not been centered on students and students are not used to convey ideas/opinions to friends and teachers.

Based on the description of the above problems, it needs a solution that is by improving the technique of learning speaking skills to students of class V. One technique of learning speaking skills is to retell. The retelling technique is a learning technique that tells a story from a story that is read or heard. The narrative does not have to be exactly the original story but should not deviate from the whole story structure. The teaching technique of retelling is a systematic technique in developing Indonesian speaking skills to students

The use of retelling techniques is possible to provide benefits to students as a foundation of basic language skills, can improve verbal communication skills, improve listening skills, sharpen the logic of thinking and curiosity, instilling interest in reading and become a gateway to science, add insight, develop imagination and adventurous spirit, enhancing emotional intelligence, and tools to instill moral, ethical, and personality-building values.

Classroom action research on speech-improvement techniques in elementary school students has been pretty much done, but it has not yet linked with the improvement of the learner's character. Some of these studies include: The research entitled "Increasing Speech through Speaking through Folklore to Grade V Elementary School Students in Wonogiri District" by Marinda Eka Pramudya, produced data that the use of image media can improve students' speaking skills. This is supported by the improvement of speech skills from cycles I, II and III. The research titled "Improving Speech Skills through the Use of Role Playing Methods on Grade V Elementary School Students in Bima City" conducted by Sri Rahmawaty. In this research, it is found that the use of role playing method can improve students' speaking skill. This is supported by the improvement of speech skills from cycles I, II and III.

Based on the above description, it is necessary to do research on improving the speaking skills and confident character of class V students through retelling techniques. For that to be revealed a question "Are speaking skills and self-confident character of grade V students can be improved through retelling techniques? Thus, the purpose of this research is to know how far the speaking skill and confident character of class V student can be improved through retelling technique.

II. LITERATURE REVIEW

A. Speaking Skills

Speaking is the ability to pronounce articulation sounds or words to express or convey thoughts, ideas and feelings [2]. Speaking is one aspect of a person's language skills to convey ideas, thoughts and feelings so that the ideas in the speaker's mind can be understood by others. In line with the opinion of Tarigan, Solchan, et al [4] states that speaking is the ability to deliver the message orally to others. Messages can be thoughts, feelings, attitudes, responses, judgments, and so on.

Based on the above understanding, it can be concluded that speaking skills are skills possessed by someone to convey messages, wishes, feelings, ideas, and thoughts to others orally. Everyone needs good speaking skills so that others can easily understand their messages, wills, feelings, ideas, and thoughts. It requires learning and early habituation in children so that speaking skills to be better.

According to Vygotsky [5] the purpose of conversation that children do is not only to do social communication but also to assist them in completing the task. Vygotsky believes that young children use language to plan, guide, and monitor their behavior. Based on these opinions, practicing speaking skills in students is a very necessary thing.

Many benefits can be felt directly by someone who is skilled at speaking. Some of these benefits are: (1) facilitating communication among peers, (2) facilitating the provision of information, (3) increasing self-confidence, (4) enhancing self-authority, (5) enhancing public or community support, (6) profession and occupation, (7) improving the quality of the profession and occupation [6].

Based on these opinions by practicing students 'speaking skills, it is expected that students' self-confident characters can also increase. The self-confident character is a confident attitude of self-fulfillment of the fulfillment of every desire and hope [7]. It can be said that self-confidence is essential for a person to achieve success in a variety of ways, including in speaking skills. With confidence, one has the belief to achieve success and eliminate fear and anxiety for failure. It takes the right learning technique to improve your speaking skills and confident character.

Tarigan and Tarigan [2] in Main Sufanti [8] revealed that there are 23 speech-learning techniques that are: repeated words, see and say, describe, substitute, transform, complete sentences, answer questions, ask questions, dig, stories, story chains, retelling, conversations, paraphrases, picture stories, giving directions, telling stories, dramatizing, viewing reports, role playing, telephones, interviews, and discussions.

The teaching technique of retelling is a systematic technique in developing Indonesian speaking skills to students. The retelling technique is a learning technique that tells a story from a story that is read or heard. The storytelling does not have to be exactly the original story but should not deviate from the whole story structure [9]. It can be said that the retelling is an oral story-telling of the narrator to the listener using his own language.

The retelling skills of children's reading stories leads the students to be able to present ideas orally fluently, coherently, completely, and clearly. In order for an idea to be conveyed to the listener, then in retelling the story the child reads the student must keep the language, voice, intonation, and can describe his ideas well.

B. Self Confident

Character self-confidence is a confident attitude to self-fulfillment of achieving every desire and hope [7].

Completing the above opinion, Deni Mahardika [6] states that self-confidence is a person's belief to be able to conquer fear in various situations. According to Inge Pudjiastuti [10], confidence (self confidence) is a belief that someone will have the ability to do something or show a certain appearance

Based on both of the above understanding, it can be said that self-confidence is important for someone to achieve success in various things, including in speaking skills. With confidence, one has the belief to achieve success and eliminate fear and anxiety for failure.

Confident characters can be influenced by several things: physical appearance and support of the people around them (parents, teachers and friends). Santrock [5] suggests that some researchers have found that physical appearance is one factor that is very influential on self-confidence. Social support also affects the confidence that is the relationship with parents and peers. Identifying the source of confidence that competence in important self domains is an important step to improve the level of confidence. Emotional support and social approval in the form of confirmation from others

C. Retelling

Retelling stories is an integral learning technique because it involves not only speaking skills, but involving reading and listening skills. The following describes the nature of retelling skills, the steps in retelling, the things to note in retelling, and the advantages of retelling techniques.

The retelling activity is part of the storytelling activity. Both are activities of telling a thing or event. However, retelling activities must go through the reading or listening stage. Thus, to formulate the

concept of retelling, it is taken from the concept of storytelling.

Subyantoro [9] said that telling a story is an activity delivered by the storyteller to his students, father, mother and mother to his children, the teller tells his audience. Storytelling is also an artistic activity, because it is closely related to rely on the power of words.

III. MATERIAL & METHODOLOGY

A. Data

Data collection techniques that will be done in this research are performance test, observation, questionnaires and documentation. Observations were conducted by observing the activities (actions) undertaken by the teacher with reference to the observation guidelines that have been prepared as well as a field note. Field notes are used to record things that occur during the classroom learning process. Observers/collaborators observe teachers by collecting data (recording) actions undertaken by teachers in accordance with teacher activity observation guidelines, while observation of students is conducted by noting the students' behaviors related to speaking skills as a result of teacher actions in learning activities. The observations used are structured observation by using rating scale. The stages to be done in this research are as follows: composing instrument of observation sheet, validating instrument by expert lecturer, revising instrument validation result, conducting observation at learning time assisted by camera to recording learning process, and analyzing observation data. The test carried out in this study is a performance test. The results of these test scores were obtained by observing the students during retelling the folklore of the archipelago. Performance tests are one way of measuring the results of language learning. The results of the assessment with this performance test are expected to be used to determine the skills of speaking and confident characters of students when doing activities retold in the classroom. The stages of the test that will be carried out in this study are as follows: composing the test instrument, validating the instrument by the expert lecturer, revising the instrument validation result, executing the test during the learning process, and analyzing the test result data. Questionnaires are a series of written questions that require written answers addressed to respondents [11]. A series of questionnaire questions on specific issues aimed at identifying students' self-confident characters before action and after action. The document is a record of past events. Documents can be in the form of writing, drawings, or monumental works of someone [12]. The documentation used in this research is the RPP (Learning Implementation Plan), the value of student learning outcomes, and the image of the learning process from one cycle to the next cycle used to complete the observation result.

The success criteria in this research is if the students' speaking skills fulfill the success of the action if 75% of the students get a minimum score of 75. The indicator of success in improving students' self-confidence is said to reach completeness if the value obtained has reached either criterion (B) or reaches the range of values 75 to 79. The class is said to have been caught.

Technical data analysis in this research is done qualitatively and quantitatively. Observational data on students' speaking skills, confident characters and teacher speaking skills are presented with qualitative descriptive. Since the result of the speaking skill assessment results in the form of a score, then the score must be converted into value form. Quantitative descriptive analysis is done by calculating mean result of student test when action done, converted into value form. Quantitative descriptive analysis is done with.

B. Method

The research design used in this research is Classroom Action Research (PTK), which is action research conducted in the classroom with the aim of improving or improving the quality of learning practice [13], this classroom action research using model developed by Kemmis & Taggart. This model consists of four stages that show a cycle or repetitive activities that include planning, action, observation and reflection [14].

The planning stage is a structured and planned action research plan but does not rule out the possibility of change. The action stage includes all conscious and controlled actions that are a careful and prudent variation of practice. The actions undertaken in this study are based on the planning that has been prepared according to the problem.

The observation stage in this classroom action research serves to document things that occurred during the action and the influence of the related action. The stage of reflection is to remember and reflect on an action that has been done in accordance with the results of observation

This research was conducted in Class V of Ibn Khaldun SD Muhammadiyah Sapen Yogyakarta. SD Muhammadiyah Sapen is located at Jalan Bimo Kurdo Number 33 Yogyakarta. This school is an accredited private school A. Besides class V Ibn Khaldun as a class for this action research, Class V SD Muhammadiyah Sapen there are 6 other parallel classes.

The subjects of this study are students of grade V of Ibn Khaldun SD Muhammadiyah Sapen Yogyakarta. Class V Ibn Khaldun amounted to 37 students consisting of 18 male students and 19 female students. Characteristics of students of grade V Ibn Khaldun mostly have a level of intellectual intelligence of good enough. Students have a habit of speaking but not yet well structured. Students have

not been able to socialize well and are still choosing friends. There are about 6 male students actively moving and talking to themselves or like chatting with friends during lessons.

This research was conducted using Kemmis & Mc Taggart model of action design. The model proposed by Kemmis & Mc Taggart consists of four stages: planning, action, observation and reflection. The four components of the strand are viewed as one cycle. Understanding the cycle in this case is a cycle of activities consisting of planning, action, observation, and reflection. Mulyatiningsih [14] describes the cycle of action through images of Kemmis and Taggart spiral cycles as follows:

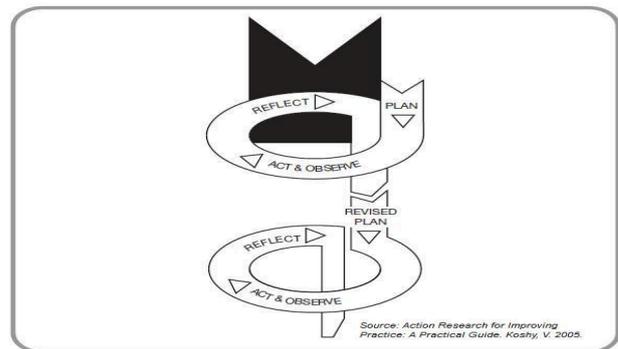


Fig. 1. Spiral Model Cycles of Kemmis & Taggart

This classroom action research is carried out through the steps mentioned above. Before the stages are implemented, pre-action are performed. Here is an explanation of each stage of this study:

1) Pre-action/ pretest

Pre-actionPre-action stage is done by observation/observation at the time of learning to identify problems that appear in class V, observations made in August 2017. This stage also conducted the initial test of the performance test which tells the story of important events in life.

2) The First Cycle

a) Plan

This class action research implementation plan covers several activities, among others, as follows.

- 1) The researcher conducts content standard analysis to know the Competence Standards (SK) and Basic Competence (KD) that will be taught to the students.
- 2) Develop a Learning Implementation Plan (RPP) with a retelling technique.
- 3) Develop guidelines for observation sheets of teacher learning activities.
- 4) Develop guidelines for observation sheets of student activities in the discussion.
- 5) Develop learning evaluation tools taking into account the indicators achieved by the students.

b) Action

The action in this research is conducted based on the learning plan that has been made. Lessons learned are flexible, in other words may change according to the conditions that exist in the learning activities. Teachers teach by using the RPP that has been made while observers observe by following the observation guidelines that have been made at the planning stage.

This classroom action research is carried out with the following steps;

- 1) The teacher explains the material about speaking through retelling techniques, equipped with the necessary media or equipment.
- 2) The teacher divides the students into groups, each group consists of 4 people.
- 3) Each group selects one of the folklore provided by the teacher.
- 4) Students discuss to determine the elements of folklore, the core of the story, and the messages contained in the folklore that has been chosen.
- 5) Students and their members work together to discuss the story framework.
- 6) In one group, students practice re-telling in turn, the first student will appoint another student to continue the story. Another student listened to, observed the retelling activity by his friend and then practiced giving the appearance response in writing or verbally by paying attention to the ways and things to consider in retelling.
- 7) Students individually recount performance.
- 8) The teacher does the assessment when the students tell the story in front of the class.

c) Observation

Observation (observation) carried out by the observer by observing during the process of learning activities take place. Observers observed by using observation guidelines to collect activity data of student learning activities.

d) Reflection

The data that has been obtained during the observation is then reflected by the researcher/teacher and observer. This reflection describes the procedure of analyzing the results of observation and reflection on the process and impact of corrective actions to be carried out, as well as the criteria and action plan to be implemented in the next cycle or the second cycle.

3) *The next cycle*

Based on the stages in cycle I, the activity in the next cycle is an improvement of action from the results of reflection in the first cycle. The stages in the next cycle are the same

IV. RESULT AND DISCUSSION

A. Result

This research was carried out in two cycles and previously conducted pre-action-per-action research. This pre-condition is intended to determine the initial state of existence in the field of learning speaking skills. Understanding the preliminary conditions of these pre-action activities provides the basis for determining the relevant action to address the learning problems experienced by teachers and students, particularly speaking learning. Researchers conducted observation activities of class, document analysis (value of speaking skills), and student confidence questionnaire. This activity was conducted in October 2016. The results of this preliminary survey are as follows:

Student Speaking Skills

The result of document analysis of the value of speech skill tells about *gotong royong* activity in home environment, showing only 27,03% (10 of 37 students) who are considered skilled to speak in formal situation in front of class. Some students are still afraid, embarrassed, and less interested in appearing in front of the class.

Student Confident Character When Appearing In Front of Classroom.

Observation of the learning process speaks, illustrating that many students who do not want to appear in front of the class due to students' lack confidence, students embarrassed to speak so students are lazy to appear in front of the class, and also students are afraid of talking in front of the class. Lack of interest and laziness to practice speaking causes students not to appear in front of the class. The results of the questionnaire showed 16.21% (6 of 37 students) were not confident, 62.16% (23 students out of 37 students) were less confident, and 21.6% (8 out of 37 students) were confident.

The research process is conducted in 2 cycles, each cycle consists of 4 stages: (1) planning, (2) implementation of action, (3) observation and interpretation, (4) analysis and reflection. The results showed that students' speaking skills through retelling techniques improved. The increase is seen from the value of speaking skill in cycle II and experienced an increase of pre-action-per-action and cycle I. In general, the results of this study are presented in the following table:

TABLE I. COMPARISON OF STUDENTS' SPEAKING SKILL SCORE IN PRE-ACTION, CYCLE I, AND CYCLE II

N O.	Aspect	NUMBER OF STUDENTS			Notes
		preaction	Cycle I	Cycle II	
1.	Number of students who achieved a score of 75 (≥ 75)	17	22	28	
2.	Number of students who have not scored 75 (< 75)	20	15	9	
3.	Mean	59,2	77,0	81,5	
4.	Percentage of mastery	45,9 %	59,5%	75,7%	

Based on Table 1 above shows that there is an increase in the value of speaking skills from pre-action to cycle I of 13.5% and improvement of students' speaking skills from cycle I to cycle II that is equal to 16.2%. The details are on pre-action value < 75 as many as 20 students while in the first cycle decreased to 15 students. Then, in cycle II down to 9 students. Value ≥ 75 obtained by 17 students on pre-action and increase in cycle I that is as much as 22 student. Then, on the second cycle rose to 28 students. Percentage mastery of pre-action pronunciation skills was 45.9% while in the first cycle was 59.5%. In cycle II, the final completeness is 75.7%. So, it can be concluded that the percentage improvement of students from cycle I to cycle II is 16.2%. Detailed comparison of the value of speaking skills of grade V students can be seen in the following bar chart image:

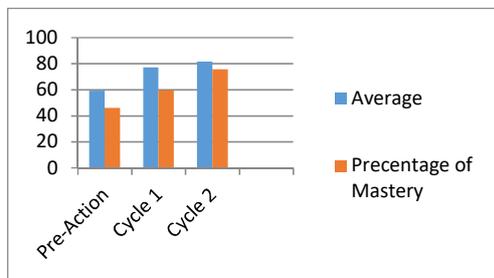


Fig. 2. The Comparison of Students' Speaking Skill Scores in Pre-Action, Cycle 1, and Cycle 2.

Based on the graph, it is known that the average score of students' speaking skill in cycle II increases compared with pre-action and cycle I. The average pre-action value is 59.2, the average cycle value is 77.0, and the second cycle reaches 81.5. This means that the average value of cycle II has increased by 22.3 from pre-action and 4.5 from cycle I.

The results also show that students' confident characters through retelling techniques have improved. It is increased visible from the questionnaire on pre-action, cycle I, and cycle II. In general, the results of this study are presented in the following table:

TABLE II. RESULT OF STUDENTS' SELF-CONFIDENCE QUESTIONNAIRES IN PRE-ACTION, CYCLE I, AND CYCLE II

NO.	Aspect	NUMBER OF STUDENTS			Notes
		Pre action	cycle I	cycle II	
1.	Score 91 – 100	0	2	3	
2.	score 83 – 90	4	7	8	
3.	score 75 – 89	14	16	18	
4.	score < 75	19	12	8	
5.	Number of students who achieved a score of 75 (≥ 75)	18	25	29	
6.	Percentage of mastery	48,6%	67,6%	78,4%	

Based on Table 2 above shows that there is an increase of confident student character from pre-action to cycle I of 18,9% and improvement of student confident character from cycle I to cycle II that is equal to 10,8%. The details are on pre-action value < 75 as many as 19 students while in the first cycle decreased to 12 students. Then, in cycle II, it is down to 8 students. Value ≥ 75 obtained by 18 students on pre-action and increase in cycle I that is as much as 25 student. Then on the second cycle rose to 29 students. Percentage mastery of confident pre-action character of 48.6% while in the first cycle of 67.6%. In cycle II the final completeness is 78.4%. Thus, it can be concluded that the increase percentage of students mastery from cycle I to cycle II is equal to 10.8%

B. Discussion

Student speaking skills

Speaking is one aspect of a person's language skills to convey ideas, thoughts and feelings so that the ideas in the speaker's mind can be understood by others. Tarigan [2] states that speech is the ability to pronounce articulation sounds or words to express, express or convey thoughts, ideas and feelings. According to Vygotsky [5] the purpose of conversation that children do is not only to do social communication but also to assist them in completing the task. Vygotsky believes that young children use language to plan, guide, and monitor their behavior. Based on these opinions, practicing speaking skills in students is a very necessary thing.

One's speaking skills will be good if often trained. This is in accordance with Tarigan's opinion [2] that speaking skills can only be obtained by practice and many exercises. Teachers should be able to choose the right method or technique to practice students' speaking skills. Tarigan and Tarigan [2] in Main Sufanti [8] revealed that there are 23 speech-learning techniques that are: repeated words, see and say, describe, substitute, transform, complete sentences, answer questions, ask questions, dig, stories, story

chains, retelling, conversations, paraphrases, picture stories, giving directions, telling stories, dramatizing, viewing reports, role playing, telephones, interviews, and discussions. This research chose the retelling technique because it adjusts to the character of SD students who like to tell stories and listen to stories.

Assessment of students' speaking skills through retelling techniques in this study was conducted at the end of each cycle. The practice of retelling practice is not based on the sequence number, but the student's performance is drawn with the sequence number. The teacher makes numbers 1 - 37 on a closed paper, another student takes the number and reads the number taken. This method is considered as the most appropriate way for all students to prepare themselves to showcase their abilities. This also does not cause noise.

The students' speaking skills through backward telling techniques include 6 (six) assessed aspects, which are (1) pressure / intonation, (2) the accuracy of word choice / diction, (3) clarity of articulation, (4) sentence structure, (5) accuracy of expression, and (6) tone and rhythm. The students' speaking skills in cycles I and II show improvement from before using the action. Five students in cycle I have been able to tell very well. This can be seen from the acquisition of the average score they earn is ≥ 80.00 . They are able to understand the story and able to master the plot, master the characters and understand the elements of the story, so that students can tell stories in accordance with the content they have read. They are also able to use expressions, using good pronunciation and sound tone.

The results in cycle I showed that most of the students were able to tell the story well but still need improvement to achieve the completeness that has been determined. Some students still look shy and nervous when telling stories, less fluent and stammered, some even tell stories like reading, without expression and look stiff. There are four students when telling stories only for themselves in a very quiet or whispering voice. Many of the students are still less able in choosing words/diction when telling stories. They tend to use words that are exactly the same as the words in the story, so there are many pauses, and the time to tell the story becomes consumable.

The students' speaking skills in cycle II have shown a significant improvement from the previous cycle. There are 10 students who can tell very well with an average score > 80 , the remaining 18 students are able to tell well with the average score is in the range $> 60-80$. The use of retelling techniques, managed to make students fluent in speaking. In general, students can understand the contents of the story and very fluent in telling the story of Timun Mas. They understand the storyline very well.

Some students have been able to use diction/word choice so that the story becomes interesting and not rigid, but most students are still hesitant to use diction because they prefer to use the existing word in the story, as a result of their ability in the aspect of diction/new word choice in either category average 70.00), likewise in the aspect of precision of expression. Most students when judged, they become nervous and embarrassed to use their expressions so the story becomes less interesting. The student's ability on the aspect of expression precision earned an average of 67.00 or was in either category.

Students' abilities in other aspects such as the clarity of pronunciation and the tone of voice, tone and rhythm, and articulation have been excellent. Students can tell with a clear pronunciation, a loud voice, and use the intonation of his voice, though not perfect. Students also have been fluent storytelling from beginning to end, although there are still some students stammered in telling the story.

Self-Confident Character Of Students

The results showed that there was an increase of students 'self-confidence from pre-action to cycle I of 18.9% and the improvement of students' self-confidence from cycle I to cycle II was 10.8%. This is in accordance with the opinion of Deni Mahardika (2015: 93) that many benefits can be felt directly by someone who is skilled at speaking. Some of these benefits are: (1) facilitating communication among peers, (2) facilitating the provision of information, (3) increasing self-confidence, (4) enhancing self-authority, (5) enhancing public or community support, (6) profession and occupation, (7) improve the quality of profession and occupation. Thus, improving students 'speaking skills has an impact on improving students' self-confidence.

V. CONCLUSION

The results showed that the use of retelling techniques in learning proved to improve the skills of speech and character of students' self-confidence. Increased speaking skill from pre-action to cycle I equal to 13,5% and improvement of students' speaking skill from cycle I to cycle II that is equal to 16,2%. Enhancement of students 'self-confidence from pre-action to cycle I was 18.9% and the improvement of students' self-confidence from cycle I to cycle II was 10.8%. With good speaking skills, students will easily deliver their messages, wills, feelings, ideas, and thoughts to others verbally. Communication with others becomes fluent so it will bring success in life. Good skills will also facilitate students in the learning process.

The regional and global challenges facing the Indonesian Nation show that our young generation is not enough to have cognitive skills, but affective and morality aspects are also needed. Therefore, character education is needed to reach people who have

integrity of moral values. Character education does not merely teach what is right and what is wrong, more than that, character education instills habituation about what is good so that one becomes cognitive about what is right and wrong, capable of perceiving (affective) values good and usually implement it (psychomotor).

One of the characters that students need in their lives is confidence. Confidence is essential for a person to achieve success in a variety of ways, including in speaking skills. With confidence, one has the belief to achieve success and eliminate fear and anxiety for failure.

Based on the above description of this study becomes very important to do, if not done then the speaking skills and confident character of students will be low and become an obstacle to the success of student life.

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