

The Effect of Retelling Story Towards Students' Speaking Ability

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Abstract. *Speaking is the ability to use language to express their feeling, ideas, and opinion and for communication between speaker and listener. Speaking is so much a part of daily life that we take it for granted. Speaking is one of the language skills that should be learnt and mastered. The students learn to communicate each other by using the language they learn. There are some problems in speaking class of MA Al-Asy'ariyah Bandar Lampung when the writer did the preliminary research. They get difficulty to express their ideas in English. They were reluctant to express or communicate in English. They were rarely practicing speaking. They were not motivated to practice speaking. They also feel bored with teaching learning process. The objective of this research is to know the implementation of retelling story in teaching speaking towards students' speaking skill at the first semester of eleventh class of MA Al-Asy'ariyah Bandar Lampung. In conducting the research, the writer used experimental method and the populating of this research were 28 students at the first semester of the eleventh class at MA Al-Asy'ariyah Bandar Lampung 2011/2012. In this research the writer used pre test and post test the sample of these research 28 students. In taking the sample the writer used total sampling technique, it involved one class. In the data collecting technique the writer used speaking test by using retelling story. After analyzing the data by using t_{test} formula, it was found that $t_{ratio} > t_{table}$ with significant level 5% that $3,82 > 2,00$. It means that $t_{ratio} > t_{table}$, so there is the significant students speaking skill.*

Keywords: *speaking ability, narrative text, retelling story*

A. INTRODUCTION

At MA level, speaking is taught as a means to exercise the students to practice how to express their ideas and communicate with others. But in fact, many of them get difficulties in doing this. They are, even rarely able to develop their ideas so that

the message delivered in their speaking is not clear. As the result, they are difficult to retell the story. In other word, the teaching learning process does not achieve the target. Realizing this condition, English Teacher should improve in the teaching process

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Considering the problems, there are some ways that the teacher can do to help the students solve the problems. The teacher for example can use group work, based on the activity on easy language, and make a careful choice of topic and task to stimulate interest, give some instructions or training in discussion skill and keep students speaking the target language. In other to support this idea, English teacher should be able to use an appropriate technique for increasing the students' speaking ability.

Speaking is one of the language arrangement of the language skill. Speaking is a great power to identify group into the other people. It shows that speaking has very important social role in people life. Speaking is one of the language skills that should be taught in the class. The students learn to communicate each other by using the language they learn.

Thornbury (2003:1) Speaking is oral communication. Speaking is the ability to use language to express their feeling, ideas, and opinion and for communication between speaker and listener. Speaking is so much a part of daily life that we take it from granted.

Based on these ideas, it is understood that through speaking one can communicate or express what he wants in order to understand one another. Speaking is an ability to converse or to express a sequence of ideas fluently. It means that in the process of speaking, there must be at least two people, one is the speaker and other is the listener.

Speaking is done on purpose of giving information from speaker to listener. In other way, we can say that speaking is a process of communication which uses conventional system to convey the meaning from speaker to listener. In this case one can communicate his idea to others through speaking.

In speaking, language learners need to recognize that speaking involves three areas of knowledge.

1. Mechanics (pronunciation, grammar and vocabulary)
Using the right word in the right order with the correct pronunciation.
2. Functions (Transaction and Interaction)
Knowing when clarity of message is essential (transaction / information exchange) and when precise understanding is not required (interaction / relationship building).
3. Social and cultural rules and norm (Turn-talking, rate of speech, length of pauses between speakers, relative rules of participants). Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.
<http://www.nclc.org/essentials/speaking/spindex.htm>

Based on the statement above, it means that if we want to master speaking ability well, we should be able to master the knowledge of speaking first, such as mechanics, functions, and cultural rules and norm. So after knowing the knowledge, it is sure we can have a good speaking ability.

As we know that communication is needed by the people over the world. In this case, speaking becomes the right way to express ourselves by using language as a connector.

When speaker does not pronounce the words clearly, the listener will not understand what the speaker is trying to delivered, it is called miscommunication. It is clear that the process of learning English is that the student should practice it in their life as much as possible. The writer thinks that narrative text may be one of alternative of choice to make the students to speak more, and retelling story may become the choice by the students in improving their speaking skill.

Retelling are post reading or post listening recalls in which readers or listeners tell what they remember (Morrow, 1996). Retelling is a procedure that enables a child to play large role in reconstructing stories. Retelling Story, then, is post reading and post listening a story in which readers and listeners tell what they remember from what they have read or listened.

Retellings provide a large amount of data for writer to insight into Students' comprehension process. They also provide an opportunity for the students to present his/her ideas.

Searfoss and Readence (1994) state that story retelling is an appropriate assessment tool for use with ESL students. General inquiries provide more opportunities for children to express everything that they remember, which may be more than they are able to do when specific questions are asked. Here, students are required to do most of the talking, consider what they have read, and formulated their thoughts to express a true understanding of what they have read.

B. METHODOLOGY

The writer used Story Text in teaching speaking. According to Alan Mathews (1971), there are some general procedure in teaching speaking.

1. Language input

This will often mean the presentation and practice stage in the teaching of a language item, which is now to be practiced within a freer framework. It may also mean the pre-teaching of the vocabulary and/or other language considered useful for the context has been set.

2. Setting of context

This should be done to help the students to appreciate fully the situation, in which they will retell the text.

3. Allocation of Performance

The teacher should decide this, otherwise, if the vice is thrown open to volunteers, the extrovert students will always get best chance.

4. Statement of Aim(s)

This is vital because it gives students a concrete result to aim for, in retelling the story and those provides motivation and presents the activity fizzing cut. It also provides a clean-cut result to discuss in the report phases.

5. Familiarization with the characters

This can take form of reading the text or students' discussion.

6. Demonstration

It is advisable to choose the best students to do this, as they can provide a good model.

7. Report work

This will concern how the different groups reach their aim(s). Example, what decision each group made, ect. This is an important phase because the students are usually interested in comparing the decision with this of other groups. It also gives the students opportunity to talk about the problem they had and it round of the activity beware however of making the stage unduly long to fifteen pairs of students reporting back in turn would clearly be tedious.

8. Follow up

This can take two form, firstly, written work based on the question of the text, perhaps set for homework, and secondly, remedial work based on mistaken noted by the teacher while monitoring the students' performance.

Procedure of Applying Retelling Story in Speaking Classes

Based on English lesson plan from (<http://platinum.tigaserangkai.com/.../104-contextual-english-sma.html>) The procedure of teaching speaking in the class is divided into three term : Pre-activity, While-activity and Post-activity.

Pre Activity

- Teacher greets the students
- Teacher introduces the topic that will be given in the treatment
- Teacher explains the material and introduces the technique.

While Activity

- The teacher distributes the text to each student.
- The teacher gives the students a few minute to read the text and work out the question in the text.
- The teacher asks the students if they have some difficult words.
- The teacher gives an example how to retell the story in the class.
- The teacher asks the students to retell the text in front of the class.
- The teacher controls the class in order to be conducive situation.
- The teacher asks the students some questions orally

Post Activity

- The teacher concludes the lesson
- The teacher gives comment and explain necessary thing, such as wrong pronunciation, wrong grammatical use, intonation and gesture.

- The teacher provides a change to ask question and answer them.

In this research, the writer used the experimental method That is the writer analyzed to what the writer heard, saw, tested, and recorded the student's speaking ability in presenting the material or the text to know the differences of the average rather of the students speaking ability. It consists of one class which is used for the research. Variable is something being investigated to get the authentic data from research activity.

Based on the title of research, the variable can be defined;

1. The student's speaking ability as dependent variable (x)
2. The retelling story as independent variable (y)

This classroom action research is carried out in MA Al-Asy'ariyah Bandar Lampung. The subjects of this study are the eleventh grade students of MA Al-Asy'ariyah Bandar Lampung in the academic year of 2011/2012. There are 28 students in eleventh grade. The research is conducted through teaching learning process in the classroom at the eleventh grade students in the academic year of 2011/2012. This research is held by implementing the use of retelling story to improve students' speaking ability.

To get the data of students' speaking ability, the writer used oral test. In scoring students' speaking ability, the writer used the scoring system according to Brown.

1. Grammar
2. Vocabulary
3. Comprehension
4. Fluency
5. Pronunciation

After collecting the data, the next step of the study is analyzing the data. The data are analyzed by quantitative data analysis.

In analyzing the test score of the speaking test, a statistical technique is used to find the students' mean score. The data from the test are analyzed in order to prove whether or not retelling story can improve students' speaking ability. In this research, the students' mean score of the pretest is compared to the students' mean score of the posttest to know whether there is an improvement of the students' speaking ability.

C. RESEARCH FINDINGS AND DISCUSSION

Identifying the Problem

To measure the condition of English teaching learning, the researcher conducted pre-test in class XI of MA Al-Asy'ariyah Bandar Lampung before the action was done. In this pre-test, the researcher found some problems of speaking. The students had the problems in speaking because they were reluctant to express or communicate in English. They were rarely practicing speaking. They were not motivated to practice speaking. They also feel bored with teaching learning process

After finding the problems faced by the students in English class, the researcher conducted a pre-test. The pre-test was done before doing the teaching learning process. The test was done in order to know the speaking ability of the students. The mean of the students' scores in the pre-test was 53.71. Based on the and pre-test conducted by the researcher, it can be identified that the speaking ability of the eleventh grade students in MA Al-Asy'ariyah Bandar Lampung was still low. It should be improved by implementing a teaching technique which can overcome the problems. In implementing the teaching learning process, the researcher used retelling story to improve students' speaking ability.

Implementing the Action Research

Table 1. The Improvement of Students' Achievement and Learning Process at the End of Cycle 1

Data sources	Before the action	After the action of cycle 1
Observations Interviews	<p>Teaching Learning Process</p> <ul style="list-style-type: none"> · The students motivation were low in speaking lesson. · Most of students paid less attention to the teacher's explanation.. · Some students made noise in teaching learning process. · The students got difficulties in generating ideas fo the speaking. · The students were reluctant to express their ideas in English · The students got difficulties in organizing the story. · The students were lack of vocabulary, especially for the pronunciation. 	<p>Teaching Learning Process</p> <ul style="list-style-type: none"> · The students were more enthusiastic in expressing their ideas but still shy and afraid to speak in front ofthe classroom · Most students could arrange the story that they would to retell. · Some students still made noise and unfocused when they were asked to arrange the story that they would like to retell. <p>Speaking Skill</p> <ul style="list-style-type: none"> · The students could retell a story. · The students' pronunciation and vocabulary improved · The students still difficult to speak properly especially for grammar. · Many of students' speaking abillty improved after implementing the research. · The students were still careless about grammar. · The students were still lack of vocabulary, also in the past terms of irregular verbs.
Test	The mean score of the pre-test: 64.43	The mean score of the posttest: 68.29
<p>The problems would be solved:</p> <ul style="list-style-type: none"> · The students' difficulties in grammar. · The students' difficulties in organizing the story. · The student's difficulties in pronunciation. - The student's difficulties in constructing past sentences. 		

· The low vocabulary mastery
The weaknesses which still happened: - The students were still careless about grammar. - The students were still lack of vocabulary

From the observation done in this action, the findings can be concluded as follows:

1. There is positive implementation of using retelling story towards students' speaking ability in addition, the implementation of retelling stories can improve students' speaking ability.
2. The result of hypothesis testing $t_{test} = 3.24$ Based on the testing criterion is $t_o \geq t_{table}$ for significant at level 5% : $t_{table} = 2.00$. So, it can be said that there is an implementation of using retelling stories towards students' speaking ability.
3. Based on the average score of post-test $x_1 = 68.29$ and pre-test $x_2 = 64.43$. It means that, average score of the students' speaking ability after being taught by using Retelling Story was higher than before.

Discussion

Overall, the result of the research showed that there were some improvements. The findings of the results show the positive improvements in students' speaking ability by implementing retelling story in class. By doing more practices in retellings stories, the students' speaking ability has improved. They could retell a story briefly and their message were conveyed; they also can do some improvement in retelling story if they forgot the story. The students got the ideas in retelling story from youtube and another sources of stories such as movies, novels, fable, etc. The retelling story forced them to practice speaking so that they could have better in their speaking ability, including content, context, grammar, fluency, pronunciation and vocabulary but not all of the students improved in the same skills. Retellings stories also provide an opportunity for the students' to present his/her ideas.

The results of the test also support the positive improvements; the mean score of the post-test is 68.29. It increased from the mean score of pre-test which was conducted before the action. Practically, the use of retelling stories is one of the appropriate teaching technique which can be implemented during teaching learning process. It is also implied that during the implementation of using retelling story in teaching learning process, there are some benefits for the students, which are:

1. There is positive implementation of using retelling story towards students' speaking ability in addition, the implementation of retelling stories can improve students' speaking ability
2. Retelling story can improve students' speaking skill. Students learn about speaking enjoyably because they were interesting to the stories . By using the retelling story, they can discover their mistakes in grammar, vocabulary and pronunciation so they forced to learn about it in speaking. There are certain interesting stories that gave them stimulus about certain topics so that they can easily construct and generate the ideas for their retelling story.

Based on the discussion of the findings, the researcher constructs some theories related to the findings. The theories are presented as follows:

1. Retellings provide a large amount of data for writer to insight into Students' comprehension process. They also provide an opportunity for the students' to present his/her ideas.
2. As what has been said by Searfoss and Readence (1994) that story retelling is an appropriate assessment tool for use with ESL students.
3. The students are required to do most of the talking, consider what they have read, and formulated their thoughts to express a true understanding of what they have read.

D. CONCLUSION, IMPLICATION, AND SUGGESTION

Conclusion

Based on the objective of the research and result of the data analysis in using retelling story towards students' speaking ability at the first semester of the eleventh class at MA Al-Asy'ariyah Bandar Lampung, the writer is able to make conclusion as follows:

1. There is positive implementation of using retelling story towards students' speaking ability in addition, the implementation of retelling stories can improve students' speaking ability.
2. The result of hypothesis testing $t_{test} = 3.24$ Based on the testing criterion is $t_o \geq t_{table}$ for significant at level 5% : $t_{table} = 2.00$. So, it can be said that there is an implementation of using retelling stories towards students' speaking ability.
3. Based on the average score of post-test $x_1 = 68.29$ and pre-test $x_2 = 64.43$. It means that, average score of the students' speaking ability after being taught by using Retelling Story was higher than before.

Based on the result of data analysis and testing of hypothesis $t_0 = 3.82$ and from the distribution table of t of for significant level 0,5%: $t_{table} = 2,00$ and 1%: $t_{table} = 2,65$. It means that $t_0 > t_{table}$. So it can be said that there is a positive implementation of retelling story towards students' speaking ability. In this case, the writer would like to say that teaching speaking using retelling stories is one of good technique to improve students' speaking ability.

By using retelling story can improve students' speaking ability. They got easier in expressing their ideas because they were reading or watching the story first, so they can easily remember about the stories which they would retell. The stories that they use could give the students certain topics and stories. They could retell scene by scene of the stories so that they could conveyed the stories and the message that the should convey were delivered to the audience. From the computation of level of

significance in the students' test score, it can be concluded that the improvement of the students speaking ability using retelling story is significant. The result of the t-test shows that the value of the t-test between the pre-test and the post-test was 3.86. Meanwhile, the *t table* (t_t) for 28 students is 2.00. Since $(t_o)^2$ is higher than t_t , it means that there is a significant difference between the score in the pre-test and post-test. The second point to be concluded is there are some strengths of using retelling story in teaching speaking which can improve the students' motivation and students more enthusiastic in the class situation during the teaching learning process. They were also more confident in speaking and communicating in English. However, there is still a weakness of using retelling story in speaking class. Few students still got difficulties in grammar and pronunciation and generating the ideas from themselves.

Generally, using retelling story in speaking class can improve students' speaking ability and students' confident and motivation towards speaking. Retelling story would be better if supported by the other things, such as the teacher's role in the class, the media and facilities, the student's activeness, etc. in order to achieve the maximum result of the student's speaking ability.

Implication

Based on the research which is aimed to improve the students' speaking ability by using retelling story, the researcher concludes that retelling story can improve the students' speaking ability. Practically, the use of retelling story is an appropriate teaching technique which enables the students to be more enthusiast and more confident in expressing their ideas and opinion. And retelling story help the students in remembering the ideas easier. They can get something to say in from the stories that have been read or watched. The retelling story also give them stimulus about certain topics to brainstorm the students so that they can convey the information and message as what is presented in the story. By using this media, the students can easily imagine about a story which will be expressed by speaking. The students can

also learn more by the guidance of their teacher. With the good story, the students will be interested in joining the lesson. In the classroom, the students were eager to join activities and actively involved in teaching learning process. So, by using retelling story in speaking, the students' speaking ability can be improved.

Suggestion

Based on the description above, the writer would like to give some suggestions that can be helpful to increase the quality of English instruction of eleventh class at MA Al-Asy'ariyah Bandar Lampung as follows:

1. To the Teachers

The English teacher, especially the teachers who teach in High School or Madrasah Aliyah, should encourage them in expressing their idea in teaching learning process so that the students can involve actively in speaking class. They can use various techniques in speaking in order to maintain the students' interest toward the lesson. Teaching speaking using retelling story is one of the methods than the teacher can use to implement it in the class. By doing this, the students are enjoying joining the class can make them forced to practicing speaking an the teacher should encourage the students to express their ideas and not punish them if they are doing mistakes and should motivate them in speaking. the teacher also should choose interesting stories based on student's ability and level, so it will be easy for the students understand the stories.

2. To the Students

The students should have high motivation in learning English and do not shy or afraid if they are making a mistkaes and should keep motivated if done wrong. The students also should studying actively because one of the most important in speaking is how to express their ideas. The motivation and willness which come from them will lead them to be successful in studying

English. the students should active in English class and practice English frequently. If it is done, studying English will be easy and enjoyable.

3. To the Institution of Education

The Education Institution should provide facilities and media which can support the teaching learning process especially in speaking providing the teacher using LCD and Speaker or language laboratory. By using appropriate facilities and media in classroom, teaching learning process can run more effectively. It can also gain the students' interest and motivation in studying a subject at school.

4. To the Other Researcher

This research studies the implementation of retelling story towards students' speaking ability. It is expected for the other researcher that the result of this study can be used as additional reference for further research conducted in the future in order to create a better teaching learning process. They should do the research further to find out the weakness which still happened. They also can use the retelling story and another method such as teaching using multimedia or cooperative learning, etc in order to improve the technique or method that can be use in teaching learning progress.

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