**IMPROVING SPEAKING ABILITY IN PROCEDURE TEXT BY USING RETELLING TECHNIQUE**

**JOURNAL**

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**TEACHER TRAINING AND EDUCATION FACULTY**

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**IMPROVING SPEAKING ABILITY IN PROCEDURE TEXT BY USING RETELLING TECHNIQUE**

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**Abstract:** The purpose of this classroom action research is to improve students’ speaking ability by using retelling technique. This research focus on fluency, accuracy and comprehension. The subject of the research was the tenth grade students of SMA Negeri 1 Sukadana. The tools of data collection used were oral test, field note and observation checklist. In the first cycle, the data could not be assessed because it was not like researcher expected. In the second cycle there were 56,7% srtudents passed and raised became 83,3% in the third cycle. Based on the data taken from the three cycles, it was found that the students’ fluency, accuracy and comprehension of their speaking improved from cycle to cycle.

**Keywords:** speaking ability, procedure text, retelling technique

**Abstrak:** Tujuan dari penelitian tindakan kelas ini yaitu untuk meningkatkan kemampuan berbicara siswa. Fokus penelitian ini adalah kelancaran, ketelitian dan pemahaman. Subjek penelitian ini adalah siswa kelas X di SMA Negeri 1 Sukadana. Alat yang digunakan dalam pengumpulan data adalah *oral test, field note,* dan *observation checklist.* Pada siklus pertama, data yag diperoleh tidak dapat di nilai karena hasilnya tidak sesuai dengan yang diharapkan peneliti. Pada siklus kedua, ada 56,7% siswa tuntas danmeningkat menjadi 83,3% pada siklus ketiga. Berdasarkan data yang di ambil dari ketiga siklus, telah ditemukan bahwa kelancaran, ketelitian dan pemahaman siswa dalam berbicara meningkat dari siklus ke siklus.

**Kata kunci**: kemampuan berbicara, teks prosedur, teknik bercerita

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tudents at SMA Negeri 1 Sukadana learned English since they were in Junior High School, but they still could not perform well as it was required by the curriculum. It happened because of being poor in the mastery of grammar and vocabulary as well as error production in pronunciation, fluency and comprehension. Moreover, they were seldom given opportunity to practice. As a result, they were not only poor in speaking but also being anxious to perform their speaking. Instead, they tended to keep silent in the speaking class activity. Referring to such situations, various oral production activities could be used to provide opportunities to practice their speaking in English class in order to improve their speaking ability.

For this purpose, the writer used retelling technique to solve those problem. As Mullholland (2001:1) said that “retelling provides an opportunity for readers to process what they have read by organizing and explaining it to others.” It is because retelling can help students to tell what they have read before to others. The use of this technique can not only give the students chance to speak in front of the class and practice their speaking, but it can also make them comprehend on the text being read and retold.

In this case, procedure text were chosen as the teaching materials to achive the teaching and learning objectives. Procedure text is a kind of text that tells the reader how to make or operate something in sequence steps. The writer choosed this text because it is one of the text that must be learned by tenth grade students. Besides, this text contains information about the way to make or operate something that should be useful for the students real-life. In addition it is relevant to what being recomended by the curricullum.

The problems of this research are how well does retelling improve students’ speaking ability and in what ways retelling can improve fluency, accuracy and comprehension of student’ speaking ability. The purpose of this research is to find out how well the retelling technique provides practice in reviewing the text or body of information and retelling it in sequence and also helps develop oral language skills. So the students can improve their speaking ability.

There are some ways that teacher can do to help their student in learning speaking at English classroom. One of them is by using retelling technique. It is a technique that can help the students to practice their oral production when retell what they have got before from reading a book, watching a movie, listening to a broadcast or from their prior knowledge or experiences. Besides, this technique also trigger students’ understanding of the informations or events from those activities (Harmer; 2007 & Kissner; 2006).

Although most of retellings are verbal reproductions of what have been read, there are some possibilities that could be involved as retelling according to Maryland Public Televison (2003), they are: (1) oral to oral; (2) oral to written; (3) reading to oral; (4) reading to written; (5) viewing to oral; and (6) viewing to written. Because of this research focus on speaking, so the researcher have chosen oral to oral as retelling style. Where the students listened to an audio record and retel it orally.

Retelling is one part of talk as performance. Talk as performance tend to be in monolog that transfer informations to the listener and should be in sistematically form (Richard and Jones cited in Richard; 2008). Because of that, before the students start to retell their speech, they may used graphic organizer as a scaffold to make preparation. This is like Mulholland said about steps of retelling.

Mulholland (2001;1) describes step-by-step for retelling technique: (1). When introducing retelling, clearly explain to the students the steps of how to retell and why it is important. Model it for them. While modelling, comment on how one determines what to include in retelling, why it is performed a certain way, or why a particular strategy (e. g., graphic organizer) is used to supporting the retelling; (2). Emphasize the sequence and stucture of the text as logical means for retelling; (3). Students read through the text several times to identify and internalize the most important point of the text. Use the graphic organizer or some other appropriate organizer to prepare the retelling using their own words and style; (4). Begin with shorter, easier text and, as students increases, move to longer and more complicated texts; (5). Assess retelling based on audience understanding and appreciation. Allow time for follow-up discussion of content and delivery.

**METHOD**

In this research, the writer offered retelling technique and chosen procedure text as materials. It would be easier for students to do if they know about procedure text well. Retelling procedure text would help the students to comprehend the text and they can speak fluently the text even better. The writer believed that by using retelling technique to practice their speaking, the students would improve their understanding of procedure text, the structures, and also improved their oral skill. When students listened to the audio and retold independently, they revealed their comprehension of text, and provide practice in reviewing the text or body of information and retelling it in sequence.

The writer divided three stages in teaching speaking, they are: 1) First, teacher explains about procedure text and its components . Then, teacher plays an audio record of procedure text about how to make Lempok Durian. After listening the audio, teacher gives “Mind Mapping” and asks the students some questions such as: (1) what is the purpose of the audio?; (2) what are the materials needed?; (3) which are belongs to ingredients and utensils?; and (4) what are the steps?; 2) Students answers these questions and write down their answers’ into Mind Mapping; 3) After that, teacher asks the students to retell what they have listened in front of class. Each students have 2 minutes to perform. While student is retelling the text, the teacher scores their performance’s and pays attention to students’ fluency, accuracy and comprehension.

Teachers do the steps above to teach students about retelling technique. Every steps can help the students can understand the technique. In this step, teacher is a model for the students. Sequence and structure the text are logical mean. The teacher gives the students sequence about the text when they are retelling. By reading the text several times, the students can get the important point of the text. Simple text can be easier for students to try retelling. Discuss activity will help the students to understand appreciate the text. This activity would provide learners transformative experienced differentiated from that of the beginning state.

Inaccordance with the problems, the appropriate one to be used in this research is classroom action research. Classroom action research is a kind of research that begins with a question or questions about classroom experiencces, issues, or challanges. It is a reflective process which help teachers to explore and examine aspects of teaching and learning and to take action to change and improve. According to Ferrance (2000, p;1-3), action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is not problem – solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve. It involves people working to improve their skils, technique and strategies. So it is like revising process to be better than before.

According to Kemmis and Mc Taggart (cited in Burns, 2010, p;8) AR typically involves four board phases in a cycle of research: (1) Planning: In this phase the witer identify a problem or issue and develop a plan of action in order to bring about improvement in specific area of the research context, (2) Action: In this phase the writer apply the plan. (3) Observation: In this phase the writer see how the process working and make a note or assessment of student’ performance, and (4) Reflection: In this phase the writer studies what we will have done and reflect it for students’ learning.

The appropriate technique of data collecting is very important to gain the objective of this research. The writer uses the observation technique in this research. The observation is done by using observation checklist, field note as a guidance to notice students’ behaviours, and oral test is used for assessing students’ performance based on scoring table of rating scale of speaking.

An observation checklist is a list of things that an observer is going to look at when observing a class. Observation checklist is a form of table which consists of the activities being observed in order to notice the activity of teaching learning process in the classroom. Observation checklist used to collect the data in students’ action when they conducted the activity in every meeting or cycle. In observation checklist table, the observer gives tick (√) for the right frequency in the students’ activities. There are three frequencies; first is yes, it means that students doing the activities. Second is partly, it means that half of students doing the activities. Third is no, it means that the students are not doing the activities. The obtained data from observation checklist can be used to see the attainments of teaching and learning goals. The result can be reference for reflecting if the students are not participating fully in the classroom activities.

Field notes used to notes the teacher and the students behavior and everything happen in the classroom that out of the observation checklist. And also record as much detail during the time of your observation. The observer gives comments and writes down the teacher and the students activities in the classroom.

The last is rating scale of speaking. Its divided into three categories namely fluency score, accuracy score and comprehension score. Every categories have point range from 1 to 4. The maximum score are 100. So, the students score depend on the criteria from the rating scale and than the students score multiply with 25.

To know wether retelling technique can improve student’s sepaking ability the researcher will conduct an observation from field notes at every meeting and observation checklist, then score the students’ performance through retelling procedure text. The students must reach the standar score from Kriteria Ketuntasan Minimum (KKM). The minimum standar score is 64 from 100. If the student’s individual less than 64, so the student is fail. Here is the formula of student’s individual score

**To measure student’s individual score:**

X =

Note : X = Student’ individual score

FS = Fluency’ score

AS = Accuracy’ score

CS = Comprehension’ score

**RESULT**

The first cycle was conducted on 11th and 14th of May, 2012. The first cycle consisted of two meeting. The first meeting on 11th May was for teaching and learning process and the second meeting was for assessing students’ performance. In this cycle, the teacher could not take the student’s score from their performance because the plan did not work well. It happened because there were several problems that students faced while doi ng the practicedand they complained about to the learning materials.

Firstly, they got confused when they had to do the activities that might be new for them because they have not done. So, the teacher had to explain the instructions for them clearly even by using Indonesian language. Time allocation for arranging the jumbled sentences was not enough for then. Then, when teaching learning process was taking place, they complained about the speed of the audio record. They thought that it was too fast for them, eventhough the text was not too long. So, the teacher had to play the audio record more than five times. Although the text was about “Tempoyak” that is very familiar for them, this did not guarantee to make the students easy to understand how to make it because the text was written in English language.

Second, the problem was they could not be performed by themselves. To cope this problem, they were allowed to perform with their pair. Not only that, they performed with their pair by reading the text with them. So they were not retelling but rereading. Then, the teacher told what that for the next meeting, the students had to retell the text infront of the class alone and without any paper or note because the next meeting would be assessment session of students’ performance.

In the next meeting on 14th of May, there were some problems happened. According to the students, the text was too long and the speed was still fast for them. So, they could not complete the tasks and they performed with their pair because their were still unconfident and also by brought the note. It was totally different from the plan, so the teacher could not take their score. Those are some problems that happened in the first cycle, so the teacher need to make some revising before start to the next cycle.

According to the explanation above , there were some things that would be fixed. As a reflection action, the teacher and the observer agreed to make some changes from the plan on the first cycle. The new plans as follow: (1). Explain the instructions more clearly; (2) Ask the students to bring some realia to the class; (3) Add more time about five minutes for arranging jumble sentences session; (4) Explain the parts of procedure text in more detail; (5) Make an agreement that the students must serious to listen the audio record because it will play in five times only; (6) Make the speed of audio record slower; (7) Shorten the text for assessment; (8) Motivate the students to be confident to speak in front of class by themself. Those are the new plans for the next cycle. The new plans are expexted to be appropriate solution for the problems that happened in the first cycle. And as the result, the goals of teaching and learning can be reached.

The second cycle was conducted on 18th and 21st of May. The second cycle consisted of two meeting like was the first cycle. The first meeting on 18th of May was for teaching and learning process and the second meeting was for assessing students’ performance. By applying the plans that have made at the first cycle, there were things that working well and not well.

At the first meeting in this cycle, there were new problems happened. The problem was that the students had difficulties for guessing the picture, they thought that the picture was not clear enough for them. Then, there were some new difficult words that made the students werw not able to arrange the jumble sentences. According to the students, the text consisted of new words and new pronunciation that have not been heard by them earlier. They consider that, the text was too long and the time was not enough for them to do the task. Therefore, there were still some students who could not perform in front of the class to retell the procedure text alone. As a rsult, they performed with their pair with the note, some of them did without the note, though.

Based on the problems above, there were things that worked well at this cycle. First, althought there were so many new words in the text, the students were helped by the use of the realia such as turmeric, ginger, shallots, garlic, lemongrass, palm sugar, coconut milk, scrapped coconut and others. In this session, teacher asked the students what is the name for each thing that they brought. As a result, they were familiar with the name and how to pronounce it correctly. So the students became active in question and answer session related to the realia or picture. Then, most of students could arrange the jumbled sentences into correct order. Besides, they could conclude the goal or the purpose of the text and also they could identify which ones are the ingredients and utensils. In listening session, students became seriously listened of how to make something based on what had listened. And most of them were able to indentify the goal, materials and the steps of the procedure.

In the next meeting on 21st of May at the listening section, most of students listened to the audio record seriously. Besides, the text for assessment was shorter than previous one. So, most of students could identify the goal, materials and steps from the text. Finally, in this cycle the writer got the students’ score from their performance based on the speaking rating scale. The result shown on Table. 7 below:

**Table. 7 Student’s Score at the Second Cycle**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Category** | **Amount** | **Percentage** |
| 1 | Pass | 17 | 56,7 % |
| 2 | Not pass | 13 | 43,3% |

Based on the table above we can see that there are 17 of students passed from the standard score. It can be said that the plan that the writer made had worked well. So we can see the class percentage based on KKM. Based on the data above, the action was successful. But, the writer hoped that the number of students passed would be raise up in the next meeting. Because of that, writer needed to revise everything that did not work well in this cycle.

Suprisingly, the result was good. In this cycle there were 17 students passed from the standard score. There were 56,7% of students in class passed. It showed that students’ speaking ability improved. And the next cycle, teacher hoped that it would be raised up.But, according to the data that have been explained above, there were a few aspect that would be fixed. As a reflection action, the teacher and the observer agreed to make some revision from the plan on the second cycle.

In the next cycle, the writer did not do too much revising for the first and the second meeting. For the first meeting, teacher provided clear pictures and still asked the students to bring some realia to the class. And also providing the text that shorter than before but still consisted of vocabularies which almost same to the previous text. For the second meeting, still providing the text with the same topic, but a few of new words. And paly the audio record only in three times. Those are the new plans for the next cycle. The writer hopes that will be increasing number of passed students in the next cycle.

The third cycle was conducted on 25th and 28th of May, 2012. The third cycle consisted of two meeting also. The first meeting on on 25th of May was for teaching and learning process and the second meeting was for assessing students’ performance. At the first meeting, the using of clear picture and realia helped the students in guessing and understanding the words in the text, and also they knew how to pronounce it. And then the students seemed to be active when they arranged the sentences. Almost all of students could identify the goal, materials and utensils. So far, everything was going good. At the end of this meeting, teacher asked the students about their difficulties when teaching and learning process took place. They told that their had difficulties when they had to pronounce the word and understand the text with the limited time.

In the next meeting on 28th of May, before started the listening section, teacher annouced that the audio record would be played only three times, but there was no complained from the students. They seemed being enthusiastic to listen seriously. At the performance session, almost all of students performed confidently. Although, there were some students looked nervous when they performed, but everything was going well. And hopefully, the number of passed students would be increased.

Finally, in this cycle the writer got the students’ score from their performance based on the speaking rating scale. The result shown on Table. 8 as follow:

**Table. 8 Students’ Score at the Third Cycle**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Category** | **Amount** | **Percentage** |
| 1 | Pass | 25 | 83,3 % |
| 2 | Not pass | 5 | 16,7% |

Based on the table above we can see that there are 25 of students passed from the standard score. It can be said that the plan that the writer made work well. So we can see the class percentage based on KKM. Based on the data above, it can be said that the plan worked well and successful.

According to the data and the explanation above, the result was good. In this cycle there were 25 students passed from the standard score. It is around 83,3% of students in class are passed. The result was very significant from the second cycle there were 56,7% became 83,3% in the third cycle. It showed that students’ speaking ability were improved. The teacher and the observer agreed that the plans that have designed before could be solved the problem and also increased the number of passed students.

Then, it could be concluded that the using of retelling technique gave positive impact to improve students’ speaking ability. By using retelling, students practiced to retell what they had known from reading or listening. And then, when they were retelling automatically this activity is functioning to train their pronounciation capability, and also to see their speaking fluency. So, when they are retelling, the observer could taking a scoring from their performance.

**DISCUSSION**

Based on the data analysis above, the writer found that students’ speaking ability are improved from cycle to cycle. The result generally can be shown on figure 1. **Students’ Result** as follow:

**Figure 1. Students’ Result**

Based on Figure 1. above, we could see that there was significant improvement from the first cycle to the third cycle. At the first cycle, there was no any students’ score that could be taken. It happened because the plan did not work well at this cycle. The problems at the first cycle were students got confused when they had to do the activities. They complained about the speed of audio record and the lenght of the text.the did not have much time to complete the task. Because of that, they had to work in pair instead individuallyand they had to perform with the notes instead of without the notes.

Based on the reflection of the process and the result of the first cycle, the teacher and the observer agreed to made some changes for the planning of the the second cycle. The revising were to make the instructions more clear, ask the students to bring some realia to the class, add more time five minutes for arranging jumble sentences session, explain the parts of procedure text in more detail, make an agreement that the students must serious to listen the audio record because it will play in five times only, make the speed of audio record slower, shorten the text for assessment and motivate the students to be confident to speak in front of class by themself. These new plans were expected to be appropriate solution for the problems that happened in the first cycle.

By applying some new plans that had been made based on reflection stage from the first cycle, there are 56,7 % of students in the class passed in the second cycle. Students’ passed because the plans worked well even at teaching and learning process and also assessment process. Nevertheless, there were plans which not worked well especially in teaching and learning process.

Having clear instructions for doing the task, it made the students were able to do what they should do in the classroom. then clear explanation about parts of procedure text helped the students to placing each parts of the text on the place should have been. Not only that, the used of realia help the students to know the name such as turmeric and how to pronounce it. And also with additional time, slowing the audio speed, and shorten the text for assessment were very helpful for students.

Meanwhile, there were some plans that not worked well such as unclear picture, so it made the students could not guess what picture is shown by the teacher. Because of the text for teaching and learning process was too long, most of students missed the words to complete their graphic organizer so the students be unconfident to retell procedure text because they did not complete the text yet. So, the teacher played the audio record more than five times.

Based on the problems that happened at the second cycle, the teacher and the observer decided to would not do too much revising for the first and the second meeting at the third cycle. For the first meeting, teacher provided clear pictures and still asked the students to bring some realia to the class. And also providing the text that shorter than before but still consist of vocabularies which almost same to the previous text. For the second meeting, still providing the text with the same topic, but a few of new words. And play the audio record only in three times. Those are the new plans for the next cycle. The writer hopes that will be increasing number of passed students in the next cycle.

By applying some new plans that had been made based on reflection stage from the second cycle, the number of students who passed increcreased from 56,7% become 83,3 %. It showed students’ speaking ability improved by using retelling technique. Not only that, by using retelling students have motivation to speak in front of class and share what they want to share. By using this technique, students being active to speak.

**CONCLUSION AND SUGGESTION**

**Conclusion**

The speaking problems happened to tenth grade students of SMA Negeri 1 Sukadana because the students did not have enough chance to practice their speaking especially during the teaching and learning process. Mostly they only spent the teaching learning process with written works which were mostly textbook based. Having given the students opportunity to explore their speaking ability through retelling technique, the students speaking ability became increased. Besides, the students became enthusiastic to learn because the teacher given authentic materials such as “How to make Tempoyak” and bring some realias to the class were interesting to them.

From the data analysis, it could be concluded that at the first cycle, the writer could not assess the students’ score because there were some problems that happened in this cycle. The problems were the speed of the audio record, the lenght of text for teaching materials and for assessment, time allocation for arranging section, unclear explanation and others.At the second cycle, there were 56,7 % of students in the class could get score above 64 as minimum score standard (KKM). The students’ mean score in this cycle was 67,5 point that could be classified as “good”. Finally at the third cycle, there were 83,3% of students passed. The students’ mean score in this cycle was 79,7 point that could be classified as “average”.

**Suggestion**

Research finding of this writing may suggest something to improve students’speaking ability. The use of retelling technique can be one of alternative teaching strategy to help students to explore their speaking ability. The suggestionof this writing are defined as follows: (1) The use of authentic materials is very useful for students because its related to their daily life, and (2). The use of realia or concrete media was very helpful for students to know the name of the things in english, let the students being interest, active and focus on teaching and learning process, and also to avoid them from getting bored during the activity.

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