

## TEACHING SPEAKING THROUGH RETELLING NARRATIVE TEXT

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### *ABSTRACT*

This thesis is a study Drilling Vocabulary by Using Jumbled Letter to the Class VII Students of SMP Negeri 02 Semparuk, Sambas Regency, in Academic Year 2013. The purpose of the research is to find out how effective the scrambled letters is minimize the difficulties in vocabulary accurately to Class VII C Students of SMP Negeri 02 Semparuk, Sambas Regency, in Academic Year 2013/2014. The method of this research is class room action research method. The sample of his research is Class VII C Students of SMP Negeri 02 Semparuk, Sambas Regency, in Academic Year 2013/2014 which consisted of 30 students. The data of this research were collected by measurement technique. The measurement technique was employed to measure the students' achievement and it is done through written tests. The findings of this research analyzed by the result of the students' score in the first cycle and second cycle. The result of the research was the total score of first cycle = 136 with mean score (4.86) it is qualified "average to good". The mean score of posttest (7.25) is bigger than the mean score of pretest (4.86), with score 2.39. The conclusion of this research was the drilling vocabulary through jumbled letters was effective to be applied in improving the students' achievement in spelling.

***Key Words: Teaching Speaking, Through Retelling, Narrative Text***

### **INTRODUCTION**

The ability to speak is the aim goal in teaching a language because it is used as a tool for communication. English as one of the international languages has an important role for international communication. Learning English means mastering four language skills, namely listening, speaking, writing and reading. Speaking is the skill to share the ideas, feelings, opinions thoughts or information. Speaking is one of skills which should be mastered in the second or foreign language learning. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking ability is required to communicate with others in our daily

lives. We share our thoughts and information, transfer our knowledge and express our feeling through speaking.

Learning language does not mean just learning about the structures and the vocabularies of the language but the more important thing is learning how we use language for real communication. In learning English, students are expected to be more active in using it in the classroom, especially in communication. To communicate orally in English, the students have to master speaking skill well based on the junior high school syllabus. Many students in junior high school have learnt English for years, but they still cannot perform as they are supposed to base on the curriculum demand. Particularly, in speaking

students usually have problems because they are lack of the vocabularies and speaking practice.

For the Eighth grade of SMPN 11 Singkawang, the researcher found that the students' face such kind of problem in speaking. It might be because they were not given more chance to practice in speaking. In fact, teacher should give the students opportunity to speak to share their ideas and expression. Therefore, various activities should be provided to make the students get opportunity to practice their speaking in English class. Actually, an English teacher should be familiar with various techniques for teaching speaking. She/he can choose a certain technique if he or she thinks that it is suitable to the students based on their characteristic, level, interests, and needs.

As Riverss (cited in kang shum in 1997: II) states, "Being able to interact is essential. Therefore, the language instructor should provide learners with opportunities for meaningful communication behaviour about relevant topics by using learners' interaction as the key to teaching language for communication because communication in speaking, dives essential for interaction." If students often practice their speaking, it can raise the students' ability in speaking. English teacher should have some creative techniques to improve the students' ability in speaking. Therefore in this research, the writer is going to use retelling text as a technique to teach speaking for students. In this case, narrative text will be used as the teaching learning materials to achieve the teaching goals. The teacher read the text and retells the text as a model for their students. Before doing that, the teachers introduced the retelling technique, how to recognize the students to retell the narrative text. Therefore, the researcher assumed that the use of the technique can motivate the students to speak in the class. Teacher

could manage the students speaking ability through retelling narrative text.

When starting the lesson, teacher gives a narrative text as the example. Then teacher gives them questions based on the text to motivate the students get the point about the technique. Then, based on their answers, they retell the narrative with their own words orally. Accosta (2002) stated that interacting with students means teachers must begin in classroom environment that encourage learning, which means it is warm and safe, where students are excited in learning. Most of students don't enjoy learning English. In this case, the teacher should find interesting technique in teaching speaking in order the students feel comfortable and get pleasure in learning English. Speaking is an interactive process. As Pressley (1992) point out: students need many opportunities to talk in a linguistically environment. Speaking should be practiced in the classroom as much as possible in order to the students can master English in a short time. Therefore, it is essential that teachers pay great attention to the amount of time used in teaching speaking.

According to Judith Gold (2003: 3), retelling is an active process that encourages students to reconstruct the text; it is also allow for interaction between teacher and students. Retelling can be done individually or in small group, but teacher should be model the activity first.

Jeannette Mullholand (2001 : 1) said that retelling provides an opportunity for readers to process what they have read by organizing and explaining it to others. Retelling allows the teacher to gain insight into what a student view as important and also how a student organizes information. This strategy can determine whether the students knows the main idea, can make

inferences, identify concepts, make generalizations, and connect to the text.

Michel WynneWilliam (2000:24) says, Story-telling is the creative demonstration of truth. A story is the living proof an idea, the conversion of idea into action. A story's even structure is the means by which you first express, then prove our idea without explanation." Story telling is happened with the creativity of truth. Someone takes an idea and deliver the idea into action. The action is a conversation or communication. James Yancy (2003:2-3) stated that retelling story is an activity to help students focus on their understanding of what they read and challenges them to communicate what they have learned to others. Retelling can come in the front of an oral presentation or a written assignment and features the main components. In the activity of telling and retelling a story, students construct their own story in the basis of concepts or principle extracted from the reviewed story then they can get teachers' advice and peer reviews, and also provide peers their own feedbacks through the sharing opportunities. It can give individuals to cooperate retelling a story with peers and teachers. This activity would provide learners transformative experienced differentiated from that of the beginning state.

## **METHOD OF RESEARCH**

### **A. Form of Research**

Mc.Niff ( 1992:22 ) states that a basic reason in doing a Classroom Action Research is purpose for repairing. Further, He said in the classroom research a teacher is challenged to improve his effort and to be flexible to the new experience and new teaching and learning process. Mc.Niff describes action research as spiral of steps, each step has four steps: planning, acting, observing, and reflecting.

Cycle action research model based on Kemmis and Mc.Taggart ( 1988 ) The cycle is divided into cycle 1 and cycle 2, for cycle 1 consists of two or three meetings. And for cycle 2 consists of a meeting. The process of each cycle consists of : 1. Planning 2. Acting 3. Observing 4. Reflecting

### **B. Subject of research and Exact number and class**

#### **a. Subject of research**

The subject of this research is all the eighth grade students in SMPN 11 Singkawang in academic year 2015/2016

#### **b. Exact number and class**

In this research, the researcher takes 35 students of the eighth grade to be observed and they conducted the retelling narrative text.

### **C. Technique and Tool of Data Collecting**

The research data are collected by suitable technique and relevant tools.

#### **1. Technique of data collecting**

The technique of data collecting in this research is measurement technique, classroom observation, and field note. The researcher employs the measurement technique to measure the student's speaking ability in the retelling the narrative text in the class. The observation will be done by teacher while this way is being conducted in the classroom. Field note is taken while teaching learning process. The researcher writes and notes all the students activities in the classroom.

#### **2. Tool of Data collecting**

- a. Scoring table
- b. Field note

#### **3. Technique of Data Analysis**

- a. Measurement of Mean score

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

M = the student's average score  
 $\sum X$  = the sum of student's score

$N$  = the number of student being observed

#### b. Data Analysis

To know whether the retelling narrative text can improve the student's ability; the researcher makes observation in every meeting. From the scoring table, the researcher will know the student's ability in retelling story that contains of pronunciation, intonation, fluency, grammar, vocabulary and expression.

### RESEARCH FINDINGS AND DISCUSSION

#### RESEARCH FINDINGS

The writer conducted the classroom action research through retelling narrative text to improve the student's ability in speaking. The writer as the teacher asks the students to do the task based on the selected topic. Then, she computed the individual student's score in obtaining mean score. The action research conducted two cycles. In this chapter the writer was presented the research findings and discussion. The writer was helped by another teacher in the school as the collaborator to know what was happen in the classroom. Collaborator helped the teacher as the researcher to obtain the objective data. Furthermore, the record of participant observation was put in field note. All of the steps were done to obtain the research findings. The procedure of classroom action research that was done in each cycle is planning, action, observation and reflecting. All of these aspects were presented as follows:

#### 1. Cycle 1

##### a. Planning

The planning of cycle 1 was conducted on Wednesday, 6 January 2016 at eighth grade, class A students of SMP Negeri 11 Singkawang. The teacher wrote the lesson plan that was used as the guideline in implementing the instructional activities in the class. The lesson plan was based on KTSP

2006 with the allocation of time 2 x 40 minutes, and then teacher chose the material text, in the first cycle was taken from textbook, LKS and narrative from internet. The Text for this cycle I entitled "*Cinderella*". Before conducting the learning activities, the writer prepared some required media, such as list of past words, textbook, sheet of paper, blackboard, chalk, and the copies of connecting words with verb in the text.

##### b. Acting

The meeting on cycle 1 was conducted on Wednesday, January 6<sup>th</sup> 2016 at 8.20 – 9.40. The researcher did pre-activity by opening the lesson with a greeting. Asking the students condition, checking the attendance, giving some questions to the related materials (describing generic structure of narrative text, verbs in past form). The acting that was done by the teacher and students as follow: 1). The teacher greeted to the students, asked the students conditions and gave brainstorming to the students by giving some questions: a). Have you ever heard the story of Cinderella? The students' responses: yes, or no. (From the responses, the teacher knows more than 50% students knew about Cinderella). After knowing the students' responses, the teacher continues the next question as follows: b). What tense does narrative text use? The students responses: Past Tense sir. After knowing the students' responses, the teacher introduced the teaching material about "verbs in past form". Today we are going to study about verbs in past form and regular verbs and irregular verbs. 2). The teacher asked for the students to find the verb past form in a dictionary and to group the words in regular and irregular. Then the teacher asked the students some words that they have. The question: *Can you mention the words in regular and irregular?* The students respond: lived, treated, helped are regular and came, fell are irregular.

The teacher give appreciation to the students' responses by the statement as follows: "great!, your answer is correct. 3). The teacher invites the students to pronounce the words ended by *ed* like lived,treated,helped. 4). The teacher gave a praise for the student pronounce the word well. 5). The teacher explained the generic structure of narrative text that consists of the following structures: Orientation This part establishes the characters,setting, and time of the story.It usually answers who? when? and where? Complication or problem The complication usually involves the main character( often mirroring the complication in real life ). Resolution

There needs to be a resolution of the complication.The complication may be resolved for better or worse/happily or unhappily.Sometime there are a number of complication that have to resolved.These add and sustain interest and suspense the reader. 6). The teacher explained the generic structures by showing a narrative text. While the students pay attention the teacher's explanation enthusiastically. 7). The teacher asked the students, rearrange the jumbled paragraph of narrative text in good order ( according to the generic structure that the teacher had explained ). 8). To improve the student's ability in retelling narrative text,the teacher guided the students by showing the following questions: Orientation - Who were involved in the story? - When did the story happen? - Where did the story take place? Complication -What problem arose in the story? c. Resolution - How did the characters solve the problem ? 9). The teacher gave a narrative text and ask for the students to answer the questions for generic structures above. 10). The teacher asked the students' difficulties in studying narrative text. 11). To make the students enjoying and fun situation without feeling burdon and bored, the teacher divided the students in the class into

three groups, and every group must has a leader to represent each of the generic structure of narrative text. 12). The teacher asked the students to perform their answers in front of the class. 13). Summaries teaching learning materials by showing the narrative text that had been taught. 14). Giving the task to the students in the form of written exam. (we can see on the lesson plan on cycle 1)

### c. Observing

In this stage, the teacher and collaborator observed the result of planning and acting. They observed the whole process of the first cycle. It included lesson plan, teaching materials, teaching media, teacher performance, students respond, data collection, and data analysis. By observing the whole process and the students' participation, they tried to identify its strengths and weaknesses.

The teacher and collaborator found the students gave positive response during the activity. The students could pronounced the past words ending with *ed* well and know to arrange the jumbled paragraph in good order. Some students could retell the story well but there were some of them still keep silent and did not follow the activities well. The result of students' score in the first cycle was unsatisfactory. Students had low score because most of them were still having insufficient vocabulary, regular verbs and irregular verbs, and confused in retelling text.Those factors mentioned above influenced the result of their work. The result can be seen on appendix 1on the table 4.1

The result of the mean score o cycle 1 is:

$$M = \frac{\sum x}{N} = \frac{2089}{30}$$

$$M = 59,68$$

As can be seen from the table above, the score of students in retelling the text was still unsatisfactory. The result of individual students' score showed that from 35 students averagely 5,71% it's mean 2 students (whose score 80-100) were qualified good to excellent, 34,29% it's mean 12 students (whose scores were 60-79) were qualified as average to good, 54,29% it's mean 19 students (whose scores were 50-59) and 5,71% it's mean 2 students (whose scores were under 50) were qualified as poor to average.

From those result, almost of the students (60%) whose score were under the minisir achievement standard in our school for English are 60. It was difficult for them to retell the text by using the guided questions of narrative text and developing their ideas. They could not retell the story sequentially. Their description seemed unsuitable to the words given some of them were good in pronounced the words ending by *ed*, but could not retell the story well.

#### **d. Reflecting**

In this stage, both the teacher and her collaborator reflected what have been done in the first cycle. The teacher and collaborator concluded there were several strengths, as follows: 1). Students were interested in learning narrative text especially in retelling text. 2). The students could focus in learning narrative when they paid attention the teacher's explanation the materials. 3). The students demonstrated their ability in presenting the retelling story in front of the class. 4). The teacher could stimulate students' interest in narrative text.

On the other hand, there were several weakness in cycle 1 as follows : 1). The teacher seemed too serious when showed the matreial , so the students bored. 2). The students were still shy to pronoune some words in front of the class. 3). The students are noisy in the

classroom when the teacher showed narrative text 4). The students had difficulties in classify generic structures of narrative text 5). The students were lack in vocabularies, and they were confused in the use of simple past tense. 6). The indicators of the lesson plane were the majority. So, it should be decreased in order to the object of teaching learning is achieved and more specific.

Based on the reflection above, the researcher discussed several things to reduce the weaknesses of cycle 1. It would be increased in cycle 2 as following: 1). The teacher should create better learning atmosphere in the classroom to make the students enjoy and understand the material. 2). The teacher should be more active and creative. 3). The teacher should motivate the students to be more active. 4). The teacher should choose the more interested story. 5). The teacher and collaborator decided to continue in the next cycle.

## **2. Cycle 2**

### **a. Planning**

For the implementation of cycle 2, the writer had prepared the lesson plan which was designed for the second cycle, it was the same as the first cycle, except some ways about How to pronounced well and expalined temporal conjunction. There was a new narrative text that used in teaching leraning process. It is because in the first cycle the result of cycle 1 showed 59,68, it means the target of KKM was not achieved yet, which is should be 60. The lesson plan was designed according to both the standard competence and basic competence. The indicators were constant. Some of the type of the test on lesson plan cycle 2 has changed becomes on oral test, in order to make the students' ability in speaking. The writer chooses the text based on the worksheet (LKS) of English book. The title of text for this cycle 2 was not the

same as the title in the cycle 1. The writer took the text from LKS then showed it on the LCD media.

### **b. Acting**

Cycle 2 was conducted on Wednesday, January 13<sup>th</sup>, 2016 at 7.00–8.20. In this cycle, the students were happy. After opening the lesson by praying, in the pre-activity the teacher greeted the students, asked for their condition, and checked the attendance. After that, continued with the activities in the whilst activity and in the post activity. The steps of acting were done by the teacher reviewed in cycle 1 as the lesson given by the steps as follows: 1). The teacher greeted to the students, asked the students conditions and gave brainstorming to the students by giving some questions: a). Do you still remember about *Cinderella*? The students give the responses: “yes sir we still remember”. After that, the teacher continued the next question as follows: b). What do you think about the story? The students gave responses: it is very interested story After hearing those responses, then the teacher giving comment,” your answers are true, then the teacher continued her explanation about the new story, *Ramayana* then the teacher introduced the teaching material about “Narrative text”. 2). The teacher showed the narrative text and ask for the students to find out of the generic structures of the text while asking the students, “*who are the main and other characters of the story?*” (While the teacher showing the narrative text and explaining it). At that time the students answer *Ramayana, Rahwana and Shinta* (some of them couldn't tell all the characters). (The teacher says, ”great!, your answer is correct”. She also said, “We call this *orientation*, one of the generic structures of narrative text”). 3). The teacher continued asking for the students to find out the next structures ( *complication and resolution* ) in group work. After

they finished their work, the teacher invited the students to perform in front of the class. 4). The teacher explained *Temporal Conjunctions* in order to make the students more easily to retell the narrative text. After the students were clear for temporal conjunction, the teacher asked for them to retell the story based on the concept that given by the teacher. 5). The next step the teacher introduced material for the students in order to be able pronounce the past words ended by *ed* well. Bunyi ‘*id*’ dipakai apabila bunyi akhir suatu kata kerja adalah ‘*t*’ atau ‘*d*’ seperti pada contoh kata dibawah ini:

- want + ed = wantid
- need + ed = needid

Bunyi ‘*t*’ dipakai apabila bunyi akhir suatu kata kerja adalah bunyi ‘voiceless’ seperti contoh kata di bawah ini:

- watch + ed = watcht
- kiss + ed = kisst

Bunyi ‘*d*’ dipakai apabila bunyi akhir suatu kata kerja adalah bunyi ‘voiced’ seperti contoh kata dibawah ini:

- name + ed = namd
- turn + ed = turnd

Dalam bahasa Inggris, persentase bunyi di atas adalah:

80% kata kerja berakhiran bunyi ‘*t*’ dan ‘*d*’ 20% kata kerja berakhiran bunyi ‘*id*’. 6). The teacher asked for the students to pronounce the past words in front of the class ( while teacher was pointing on the board ) . 7). The teacher asked the students to pronounce all the vocabularies provided ( see in appendix 3) with the command “Repeat after me” (followed by the students). 8). The teacher Asked the students’ difficulties in studying the materials just given (retell a story and pronounced sound *ed*) by the question,” any questions? At that time the students gave the response,” No sir!”. From the response, the teacher wants to know the fact that the students really-really understood the explained lesson, such

as; 9). The teacher divided the students in the class into five groups, and every group must have a leader to lead their group selves to identify the generic structures of narrative text and to find the past words in the text (in grouping the result write on the paper, and performed in front of the class ( while the other students listened and paid attention carefully ). This way has been done in order to make the students' vocabulary improve in enjoying and fun situation without feeling burden and bored. 10). In the post activity, the teacher asked the students' difficulties with the question, any questions? And the students gave the response ,” no, sir!”. Next, 11). The teacher summarized the teaching learning materials by showing and reading all vocabularies and the story just learned together. 19). The teacher giving the task to the students in the form of written exam (we can see on lesson plan, cycle 2) and the students did it 20). The teacher closing the English lesson by praying and giving salam then and said see you, good bye.

#### c. Observing

In the second cycle, the students showed the progress it could be seen from the mean score in the second meeting, the mean score was 69,52. It could be seen in table 4.2. It was categorized as average to good. The students were more active on the activity to improve their ability in pronounced and retell the story. The result of the mean score of the second cycle:

$$M = 69,4 = \frac{2429}{35} \frac{\sum x}{N}$$

The result of individual student's score showed that from 35 students about 11, 43 %, it means 4 students (whose score were 80-100) were qualified as good to excellent. Those students pronounced and could identify the narrative text well . On cycle 2, there was 88, 57 %, it means 31 students

(whose scores were 60-79) were qualified as average to good. But no one was qualified poor (whose score under 50). The result of the students' mean score was 69,4; It was qualified as good excellent. In the conclusion, the result of the acting stage in the second cycle on the whole showed that the result of the students' competence in pronounced the words ended by *ed* and identified the narrative text improved.

#### d. Reflecting

In cycle 2, both the teacher and collaborator reflected what have been done in this cycle. The fact showed that the weakness found in cycle 1 had been minimized. The result of the entire process in cycle two was improvement. In this cycle, the students' ability in pronounced and retold the story integrated showed better quality than the first cycle. Some students showed their interest in studying English. They also understood on how to know to pronounced *ed* and to retold the story.

In the second cycle, the students showed satisfactory progress of their competence mastered the narrative text. The teacher started the class activity by providing the new story in the classroom. Then the students mention the main characters and other characters and also found out the past used in the text. The teacher also re-explained about narrative text. Then, she gave them an exercise in the form of written test. In the second cycle, the students had a lot of improvement than the first cycle. They could develop their ideas after they had known temporal conjunction and the ways how to pronounce well. that topic by describing things in the form of vocabularybased on the individual jumbled letter and composite jumbled letter were given and they also could classified noun and verb from the descriptive text. Based on the students' mean score was satisfactory and could reach the objective of teaching learning



process. Finally, the researcher decided not continue to the third cycle.

### **B. Discussion**

This classroom action research was conducted in two cycles of planning, acting, observing and reflecting stage. The teacher kept monitoring and evaluating what have been done in the entire process of the cycle one to improve the result in cycle two. From the writer's findings in this classroom action research, it could be seen that the students' ability increased from cycle to cycle. The score of the students before using media in teaching learning was better from the cycle to cycle in the first cycle, the mean score of students' was 59,68 and the second cycle was 69,4. The improvement which was taken place in the classroom was considered as the result of treatment. The treatment which was mentioned here is using *retelling narrative text* increased students' ability in expressing their ideas.

## **CONCLUTION AND SUGGESTION**

### **A. Conclusion**

1. The students' score improved from the first cycle to the second cycle.
2. Using retell story is useful for teaching speaking, it could also change the students' method of learning becomes active and interest in doing speaking in english and can motivated them more active in the classroom.

### **B. Suggestion:**

1. Retelling story can help the students increase ability in speaking. The students not only know how retell story well but they can also use the words they had known in real communication. It is suggested that the teacher should use retelling story in teaching and learning speaking.
2. The teacher should prepare more interested media for joyful leraning .
3. The teacher should begin with shorter and easier text.

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