

## IMPROVING SPEAKING ABILITY THROUGH TELLING PAST EXPERIENCE

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**Abstract:** *The study examines the teachers techniques in developing speaking ability, to identifies the difficulties faced by the students and, to finds out the teachers' solution for the classroom problem in teaching and learning process in speaking. Design used is descriptive-qualitative study in describing the students' ability to tell the past experience. To collect the data, the writer uses observation and interview and using a spoken test as the research instrument. Sample used is 38 students of Junior High School. The result of the research after being taught by using Telling past Experience is 76.42. Telling past experience was a bringing out a person's individuality and personality at the past time. So, telling past experience can be used to give practice in speaking as well as in conducting this technique for teaching speaking. Yet student tend to get problems of being afraid of making mistakes and nervous. To overcome or to solve the problems making mistakes is a natural part of performing, convince to the students not to be scared of their audience, convince that the audience doesn't know the students have made a mistake unless they tell them so and give them motivation not to give in to the fear.*

**Key Word:** *Technique, Speaking Ability, Past Experience*

**Abstrak:** Penelitian ini menguji teknik yang digunakan guru untuk mengembangkan dan meningkatkan kemampuan berbicara bahasa inggris siswa, yang kedua untuk meneliti jenis kesulitan apa yang dihadapi oleh siswa dan yang terakhir, untuk menemukan solusi permasalahan didalam kelas dalam proses belajar berbicara bahasa inggris. Rancangan penelitian menggunakan deskriptif qualitative dalam menjabarkan kemampuan siswa dalam bercerita menggunakan pengalaman masa lalu yang tidak terlupakan. Dalam mengumpulkan data, penulis menggunakan observasi, wawancara dan tes lisan sebagai alat (instrument) penelitian. Penelitian ini menggunakan 30 siswa SMP sebagai sample. Dalam penelitian ini dihasilkan bahwa setelah siswa diberi perlakuan menggunakan teknik Telling Experience adalah 76.42 dengan kategori bagus daripada menggunakan teknik konvensional. Jadi, teknik Telling Past Experience membuat seseorang mandiri dan berkepribadian dimasa lalu. Telling past experience juga dapat digunakan untuk memberi latihan dalam berbicara bahasa inggris sebagai penyelenggaraan teknik untuk pengajaran berbicara bahasa inggris dan masalah yang dihadapi oleh siswa adalah pronunciation dan grammar, takut dalam membuat kesalahan ketika berbicara bahasa inggris, dan nervous. Untuk mengatasi masalah itu, guru memberi dorongan kepada siswa untuk tidak takut dalam membuat kesalahan ketika berbicara bahasa inggris, dan juga meyakinkan siswa bahwa ketika mereka mempertunjukkan kemampuan berbicara didepan kelas, penonton (teman sekelasnya) tidak akan tahu letak kesalahannya.

**Key Word:** Teknik, Kemampuan Berbicara, Pengalaman Masa Lampau

## **INTRODUCTION**

Language is the most important thing in our life. It is used to express every person's hopes, aspiration and thinking. Languages carry out their activities. They can express their idea through language both in written or spoken form. English plays an important role, on the other side, learning English is very useful to inquire the quality of Indonesian human resources. To face the globalizations, Indonesia needs to create intellectual society for not being left behind other countries.

Because of the fact, the English students should sharpen their ability in spoken English. They should pay attention to English features, which become the main points in learning English as spoken language.

According to Fulcher ( 2003: 22 ) in Testing Second Language, speaking is the ability to communicate and the steady development of speech. In speaking, they usually make mistakes in grammar or pronunciation.

Speaking is an essential tool for communicating, thinking and learning. It shapes, modifies, extends, and organizes thought. Oral language is a foundation of all language development and therefore the foundation of all learning. It is the base for the other language strands.

Teacher plays an important role in structuring the type of environment that will promote effective oral language development. They can establish a classroom tone, which promotes openness, respects and trust. If the right activities are taught in the right way, Speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

Hughes ( 2002 : 6-7) said there are four speaking skills : (a). Speaking is not a discrete skill, (b). Teaching speaking is not easily separated from other objectives, (c). Teaching speaking versus Insights from speech corpora, and (d). The objectives in the speaking classroom may well change quite radically over the next ten years as insights emerging from corpora of natural speech and language processing combine to help us understand what speaking is actually like.

## **REVIEW OF RELATED LITERATURE**

### **Construct of speaking**

Any construct of speaking or speech is obviously going to be multifaceted. And however much we may try to define and classify, the kinds of choices that a second language speaker makes are going to be influenced by the totality of their current understanding, abilities (personal and cognitive), language competence and speech situation. According to Fulcher, in speaking the students have to know how to make speech in order to share the messages and the ideas, there are many factors that have to be noticed by the students in speaking: Pronunciation, Intonation ( Stress usually occurs on words that carry the most meaning in an utterance. (See Brazil, 1985)), Accuracy, and Fluency ( see Fulcher, 1996b).

### **The Difficulties of Speaking**

There are some characteristic that must be taken into account in the productive generation of speech, with a slight twist in that the learner is now the producer. These following characteristics of spoken language can

make oral performance easy as well as, in some cases difficult. (Brown, 2001: 270) : Clustering, Redundancy, Reduced Forms, Performance Variables, Colloquial Language, Rate of Delivery, Stress, Rhythm and Intonation, Interaction

### **The Strategies for Speaking**

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach student speaking strategies-- using minimal responses, recognizing scripts, and using language to talk about language—that they can use to help themselves expand their knowledge of the language and their confidence in using it.

### **Principal of Improving Speaking Skill**

A success of learning language is measured in terms of the ability to carry out a conversation in the language David Nunan (1992:82) suggests that the pedagogical implication of the view to language is that learners should be given the opportunity to practice language below the level of the done. The theory of teaching speaking is as follows: Learner listens to dialogue and practice with partner, Listen and repeat, Listen to a model question and ask a partner.

### **Types of Classroom Speaking Performance**

Brown ( 2001 : 141) says that there are six categories apply to the kinds of oral production that students are expected to carry out in the classroom, as follows : (a). Imitative, (b). Intensive, (d) Responsive, (e).

Transactional (dialogue), (f). Extensive (Monologue)

### **Criteria for Speaking Test**

Hughes (2002 : 86) says that there are some criteria for speaking test: Fluency and coherence, Lexical resources, Grammatical range and accuracy, Pronunciation, Grammar and vocabulary (accuracy and appropriate), Interactive Communication

### **Analysis of Grammar**

Grammar is one of the language components grammar plays an important role in learning English. It is very reasonable since studying grammar as something that tells us how to speak and write correctly.

In other words, people can not communicate with others without knowing the grammar of the language well. For that reason, we have to know the grammar pattern accurately at English tense particularly in the past tense that has relation with this research.

#### **1. English Tense**

Verb is regarded as the most complex part of speech. Like noun, verb has the grammatical properties of person and number which require agreement with the subject.

According to Frank (1972:47) “Tense is special verb endings or accompanying auxiliary of verbs signal the time an event take place”. Based on the verb, there are two tenses, present and past. Each of which marked by different forms in the lexical verb it self, or in the auxiliary used with it. The tense form that consists of one part only is usually labeled simple, and there are only two such forms, the simple present tense and the simple past. All the other tense

forms are verb phrases containing one or more auxiliaries. The present tense indicates that something is taking place now. Whereas the past indicates that definite time terminates the past, whether a time word is given or not (Frank,1972:73).

## 2. Past Tense

There are many definitions of past tense by different linguists. According to Frank (1972:73) in Modern English “The past tense indicates definite time terminating in the past, whether a word is given or not. While Azar (1989:24) says that the past tense refers to an activity or situation begun and ended at a particular time in the past.

Based on the definitions above, it can be concluded that the past tense expresses an activity happened and begun in the past whether the time was mentioned or not.

## 3. The Meaning of Telling Past Experience

Experience is an act of knowledge, one or more, by which single facts or general truth are ascertained, experimental or inductive knowledge; hence, implying skill; facility, or practical wisdom gained by personal knowledge, feeling or action.

Self-knowledge Online.”  
Definition of Experience”.1999-2001.12  
December  
2009.at<<http://www.self-knowledge.com/34085.htm>>.

Sometimes, telling the story in a class without preparation could be disastrous, with a loss of pupil attention, motivation, and self-confidence. For that reason, the pupil can write their stories in the book first, after that, they can memorize and

practice it increasingly. Therefore, they can convey it in front of class without any mistake. In addition, telling the experience or the stories gives some advantage for the other, they are:

1. Stories are motivating, challenging and fun and can help develop positive attitudes. They can create a desire to continue learning.
2. Listening to stories in class is a social experience. It can share response of laughter, sadness, excitement and anticipation, which are enjoyable, and can help build up confidence and encourage social and emotional development.
3. Listening to stories allows introducing or revising vocabulary and structure, exposing the children to language, which will enrich their thinking and gradually enter their own speech.
4. Listening to stories helps children become aware of the rhythm, intonation and pronunciation of language.

Therefore, practice will become the solution to get along with the changing world. When the English learners are eager to have the speaking skill, they should enjoy the process of English learning and bring the theories into practice. For example, listening to others or talking with others. Based on the above explanation, the researcher wants to know how tell the past experience can improve the speaking ability for junior high school students.

## REVIEW OF RESEARCH

### Telling Story as a Technique in Teaching Speaking

There are many techniques to increase the speaking ability; one of them is by telling the story or past experience. Students need to develop

fluency and confidence in their oral language through experiences in many types of speech situation. They can convey their are thought, information and feeling through oral communication. Speech is one way human beings make connections with each other. To speak fluently and confidently in a variety of situations is a central human need and an important goal of education.

Based on the result of research, using story telling to teach English is appropriate technique, in the class. The student can hear the story directly so they become more accustomed to express their experience The student should be guided to take part in story telling. Using tell past experience in teaching speaking activities, it is hoped the students will be more motivated to learn English.

### **Telling story can improve the speaking'ability**

Based on the result of a preliminary study conducted at *MTsN Tangerang II Pamulang* it was found that the speaking ability of Year 2008-2009 students in class VIII-7 was still unsatisfactory. The students were passive in the teaching-learning process of speaking, the students did not have any idea or initiative to speak, or when they had ideas, they did not know how to express the ideas. It was due to the lack of vocabulary, lack of understanding of grammatical patterns, and lack of practicing English speaking. Besides, the teacher used monotonous teaching technique and seldom created some instructional media. Therefore, Nasution did the research about technique used to improve the speaking ability. The result of his research showed that story-telling technique is effective to increase the

students' involvement in the teaching-learning process, and improve the students' speaking achievement in terms of score. Besides, the technique increases the students' motivation in learning English.

### **Research Question**

The following questions guided this study:

1. What technique do the teachers use to improve the speaking ability through telling past experience?
2. What kinds of difficulties do the students have in improving speaking ability through telling past experience?
3. What solution do the teachers have to solve the problem?

First, from the previous research it was hypothesized that technique telling past experience in teaching speaking is good for improving the student's ability in speaking.

## **METHOD**

### **Participant**

The population of the eighth grade students are 168 students and the writer takes 38 students as samples. So, there are 38 students of eight grades as participant in this research.

### **Pre test**

To determine the students' speaking skill before the research through telling past experience, the class or participant should be given the pre-test. The result of test will be presented in appendix 1 (Table 1).

#### **1. Percentage Achievements**

In finding the percentage of the achievement of the students in each aspect of speaking, the writer uses the formula as follows:

$$P = \frac{L}{N} \times 100\%$$

After it is accounted and matched with consults in the table of percentage achievement formula, it was found the result is: In pronunciation 78.94% is average, it shows from 30 students who have problem in pronunciation because it is hard to understand what they said, they must repeat the sentences or the words. Grammar 55.26% is poor, there are 21 students who have error in grammar and word order. In Comprehension, there are 21 students who have difficulty following what is said, it means 55.265 of students comprehension is average. Vocabulary, there are 32 students or 84.21% is average, and Fluency there are 27 students or 71.05% is average. It means that the students speaking skill in pre-test is weak.

## 2. Mean of Pre Test

The writer tries to find the mean from the total score, which is obtained from 100 scale (Appendix 2).

There are 2 students categorized excellent, it means that the score is on the range 80-100, 4 students categorized good which on the range 66-79, 25 students which is categorized fair, the score is on the range 56-65, there are 7 students categorized poor, the score is on the range 40-55. although there are some students categorized poor and there are not students categorized very poor, but most of the students are categorized fair. From the table above, it shows the total score of pre-test is 2308, made by from 38 students.

After knowing the score of pre-test, the writer finds the mean scores of the student's ability in

speaking, with the following calculation:

$$\bar{X} = \frac{\sum x}{N}$$

Where :

$\sum x$  : 2308

N : 38

From the result above, the writer gets that the mean score of students' speaking skill in pre-test is 60.73. Then the writer consults the mean to the table categories.

The mean score of the students' speaking skill in pre-test belongs to the interval 56-65, criteria of the sum is fair

## Treatment

After giving the pre-test, the researcher gives the treatment that is explanation about the main aspect about past experience. The steps are as follows:

1. To explain about the grammar, the main aspect in telling past experience.
2. To ask the student to write their experience first.
3. The students do the task.
4. To ask the student to retell their experience in front of the class as the post test.

## Post-test

The post-test is given to determine the students' speaking skill after being taught by using past experience . The result of the post test is presented in appendix 1 (table 2)

### 1. Percentage Achievements

In finding the percentage of achievement of the students in each aspect of speaking in post-test, the writer uses the formula as follows:

$$P = \frac{L}{N} \times 100\%$$



So, the percentage of each category by using percentage achievement formula the table 3 in appendix 1.

From the table 3 in appendix 1, it was found the result of percentage of achievement of the students in each aspect in post-test are : Pronunciation 47.36% is good, because there are 18 students whose pronunciation problems necessitate concentrated listening. In grammar there are 22 students who make frequent errors of grammar and word order which occasionally obscure the meaning, it is categorized good, the percentage is 57.89%. Comprehension there 21 students whose the comprehension is categorized good, the percentage is 55.26%, Vocabulary, 21 students which is categorized good, the percentage is 55.26%, Fluency, 20 students or 52.63% is average. It means that the students' speaking skill in post-test is better than pre-tests' result.

## 2. Mean of Post Test

In this research, the writer tried to find the total score of post-test obtained from 100 scales.

There are 14 students categorized excellent, the students' score is on the range 80-100. There are 22 students categorized good, this category is on the range 66-79. on the range 56-65 there are 2 students, the category is fair and there are not students which is categorized into poor and fail. The total score of post-test are 2904, from 38 students. From the table above it shows that the number of the students categorized excellent, good and fair in post-test is increase from the number of pre-test, and the number of the students

categorized poor is decrease from the number of pre-test.

After knowing the score of post-test, the writer finds the mean scores of students' ability in speaking, with the following calculation:

$$\bar{X} = \frac{\sum x}{N}$$

Where :

$\sum x$  : 2904

N : 38

From the calculation above, the result of the post-tests' mean is 76.42, then the writer consults from the mean table categories.

The mean score of the students' speaking skill in post-test belongs to the interval 66-79, so the criterion of the sum is good.

## Procedure

Writing and Spoken test measures design was used. The entire participant wrote the stories and then they performed it orally. There are some steps in collecting the data. First, the writer opens the class with greeting and check the attendance if there is any problem with the students, the teacher will ask the students' condition. Second, the writer gives instruction to do the test without any explanation more about the material which related to the research. Third, after getting the result of pre-test, the writer gives explanation and instruction about past experience and the main aspect that construct in it, especially about past tense. The last, the writer usually gives some exercises either written or spoken. The writer asks the student to write their experience first, and then they have perfume one by one in front of the class.

From some steps above, so the writer gets the data to measure every

student's achievement in improving speaking ability through telling past experience.

## RESULT

One – way analyses were conducted to answer the research questions. Telling past experience is bringing out a person's individuality and personality at the past time. In this research, the writer analyses descriptively, and used pre-test and post-test.

For the research question 1, addressing technique do the teachers use to improve the speaking ability through telling past experience. The teaching speaking of telling past experience used by the teacher through observation, conducted from 12 may 2008 to 14 may 2008, the writer finds out the speaking teaching technique used by the teacher through the observation. The writer concludes that the technique is in three main parts. They are opening, whilst (core activity) and post teaching.

### 1. Opening

The teacher opens the class with greeting and checks the attendance if there is any problems with the students, the teacher will ask the students' condition.

### 2. Whilst(core activity)

This part is divided into three steps. They are introductory, main teaching and closing. The introductory is given by giving leading question to the students about the material that will be given.

After the introductory, the teacher conducts the main teaching. In the main teaching, the teacher gives some explanation and instruction about past experience and the main aspect that construct in it. It is about grammar.

After giving the material, then the teacher asks some questions whether the students have problems or not, gives reinforcement etc.

After giving the main teaching, then the researcher gives some conclusions about the lesson.

### 3. Post teaching activities.

In this part, the teacher usually gives some exercises either written or spoken. Then the teacher closes the class with greeting and says good bye.

The result from the analysis shows that this technique is very good to improve the students' speaking though telling past experience because from the previous studies resulted that the technique telling past experience had the advantages. Beside that the data show the mean of students' speaking skill before being taught using past experience learning is 60.73. In the table of achievement it is on the range 56-65 which is categorized fair. It can be concluded that the students' achievement before being taught using past experience is fair.

And the data show that the mean of students' speaking skill after being taught using past experience learning is 76.42. In the table of achievement it is on the range 66-79, which is categorized into good. It can be concluded that the students' achievement after being taught using past experience is good.

For the second question, concerning kinds of difficulties found by the students in improving speaking ability through telling past experience. Students' difficulties in telling past experience:



a. Making mistakes

Although the students could perform their past experience fluently, they also had some mistakes in pronunciation and grammar. It happened because they would rather knowing their past experience and presented well than knowing the whole mistake include to master pronunciation and grammar. The students used limited vocabularies and were able to make even a simple English conversation.

Before the students performed and waited for their turns, they were scared as if the audiences would insult them when they were performing their past experience. It happened to the students who did not have a good confidence.

b. Nervousness

Students get nervous when they were telling their past experience process. They stood in front of the classroom and started to retell their past experience. For them, who did not prepare their abilities and mental, will be a fatal time. It means, they confused to start which experience parts would be first. Finally, when they were able to control themselves they would be fluent in telling their past experience and on the other hand when they were not able to control, it would be a disorder for them.

For the third question, concerning the solution to be done by the teachers the problems. Teacher ways in solving problems which faced by the students in telling past experience are convince to the

students that making mistakes is a natural part of performing, convince to the students not to be scared of their audience, convince that the audience doesn't know the students have made a mistake unless they tell them so and give them motivation not to give in to the fear. The use of direct English speaking must be continued by the teacher into a bigger portion to let students be able to speak English well as a habit. Keep giving motivation and reward to the students. It will support them in learning English especially speaking skill.

## DISCUSSION

After getting the result of data calculation, the writer finds the students' speaking skill in pre-test which consists of five aspects are; Pronunciation 78.94% is average, Grammar 55.26% is average, Comprehension 55.26% is average, Vocabulary 84.21% is average, Fluency 71.05% is poor. The mean of students' speaking skill in pre-test is 60.73%, the category is fair, and from this data the writer concludes the students' speaking skill before get treatment is weak.

In this research, the teacher presents the lesson. It is talk about grammar; past tense. They have to master it carefully, after that, the researcher gives the students post-test to determine the students' speaking skill after getting the treatment, the result are; Pronunciation is 47.36% or considered good, Grammar is 57.89% or considered good, Comprehension is 55.26% or classified good, Vocabulary is 55.26% or classified good, Fluency is 52.63% or

considered average. The mean of post-test is 76.42, the categories is good.

The teacher tries to solve the problem that faced by most eighth grade students are convince to the students that making mistakes is a natural part of performing, convince to the student not to be scared of their audience, convince that the audience doesn't know the students have made a mistake unless they tell them so and give them motivation not to give in to the fear. The teacher gives sort support, the teacher is expected to give some English stories that why the students get accustomed to use English Sentences when they try to express their idea.

From the conclusion above we know that there is increased result of pre-test and post-test. It means that improving speaking ability through telling stories using past experience is more effective because stories are motivating, challenging and fun. It can help student to develop positive attitude, so they can create a desire to continue learning especially about English speaking skill.

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