IMPROVING STUDENTS' SPEAKING SKILL THROUGH RETELLING TECHNIQUE USING MOVIE (A Classroom Action Research at the Eight Grade of SMP Negeri 2 Grogol In 2013/2014 Academic Year).

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Abstract

This research is aimed to find out the improving students' speaking skill through retelling technique using movie and to know the students' respond toward the implementation of retelling technique using movie in speaking class. This research was a classroom action research. In collecting the data, the researcher applied several techniques including observation, interview, questionaire and test. Quantitative data is analyzed using a comparative descriptive analysis by comparing the pre-test score and the pos-test score, meanwhile the qualitative data were analyzed using data reduction, data serving and taking the conclusion. The result of the research shows that: Retelling technique using movie can improve students' speaking skill, which covers some aspect: ideas, opinion, content, language and delivery. The improvement can also be seen from their result of post test. The mean score of pre test is 4.59, then increase to 5.91 in post test of cycle 1 and become 7.07 in post test of cycle 2. On the other hand The students' respond toward implementation of retelling technique was positive respond. 79% students like the implementation of retelling technique in English class.

Keywords*: Speaking Skill, Retelling technique, Classroom Action Research.*

A.   INTRODUCTION

English as major international language has been used and spoken by people in the world for a long time. It is why English become one of important requirement to get certain jobs or scholarships especially in Indonesia recently. If people cannot master English properly, they will not be able to get it. On the other hand, people need skill to support their ability.

There are four skills such as; listening, speaking, reading and writing that are thought in English. Speaking skill is the skill of human to speak, such as deliver the message by using the speech organ or expressing something. There are many of the way to increase the speaking skill such as use role-play, drama, debate, speech contest, etc. (Mead, Nancy A. and Rubin, Donald L:1985)

According to Yorkey (1990) Speaking is very important part in studying English. People need to speak in order to communicate each other and make a good communication". Because of speaking is the important skill, Indonesian government states that English becomes the first foreign language in the country. Therefore, English is taught as a compulsory subject for the students in Junior High School up to University.

English for junior high school based on KTSP curriculum has purpose to construct and to communicate language both oral and written in order to face technology development in global era. The basic competence of speaking in KTSP curriculum is to express meaning in spoken even formal or informal form in the interpersonal and transactional text on the

recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text in the daily context.

This research is conducted in SMP N 2 Grogol, one of the state's senior high school in Grogol. Based on the observation and interview that was done in pre-research found that SMP N 2 Grogol is the favorite government senior high school in Grogol. It could be seen from registrants that increase continually since born until now and the registrants number always over from the quota. From the facilities, this school has well facilities that support teaching and learning process.

Based on the observation and interview that was done in pre-research; found that the students' speaking skill was low. This could be observed in the speaking class. The students' motivation to follow speaking class activity was low. The students were not enthusiastic and interested in learning English. Moreover, the students look like sleepy and bored during the lesson. Most of student afraid to speak up in the class. They found the difficulties in pronounce the words. The students also tended to be passive during the teaching and learning process. On the other hand, that students' speaking skill was low, it can be seen from the rate score of the speaking test. The students' mean score was 4.59 for the second grade. The standard score in SMP N 2 Grogol is 70 for this year. The students in the first grade until third grade of SMP N 2 Grogol have the same problem about speaking, so that the writer decided to conduct the research in order to improve students speaking skill.

Technology is important and interesting for people around the world, more over teenagers who always spent their time used technology in global era. From the researcher's observation, the method and the technique that used by the teacher cannot be accepted by the students in the class. Based on Brown (in Fauziati, 2010: 45), in curriculum practice, a distinction has been drawn between the activities which focus on products and process. Whereas speaking, a product oriented approach focuses on the end result of the learning process that is what the learner is expected to be able to do as a fluent and competence user of language.

Storytelling technique has been known as one of teaching activities in second or foreign language classes. One of the reasons is because it relies so much on words, offering a major and constant source of language experience for children (Wright, 1995 in Xu, 2007). In addition, stories themselves can be considered language treasures to use as models of language for students of different levels and ages.

Kalmback (1986) in Stoicovy (2004) states that retelling is a process of rememorizing what we listened to and read. Further, Stoicovy states that in relation to language teaching, retelling technique can be used as a way to promote students' comprehension and understanding of discourse.

Stoicovy (2004) also points out that based on several studies, retelling has positive influence in language learning as it improving students' skill in rearranging information from the text that they have read. In addition, Brown & Cambourne (1987) mention that during the retelling process students apply and develop their language knowledge through the internalization of the texts' features.

Retelling helps teachers identify the level of students' comprehension of what they listen to or read. In addition retelling is a common way that many people use as part of their communication. To overcome the difficulty in using the target language, telling stories is one of the recommended techniques which can help language learners in improving his knowledge of vocabulary, grammatical structures, and pronunciation. Moreover stories provide various topics for learners to begin a conversation with others (Deacon and Murphey, 2001).

Based on the arguments for the positive influence of retelling in language learning, we decided to see the influence of retelling of students' speaking skill by conducting this research.

B.   REVIEW OF RELATED LITERATURE

1.   Speaking Skill

Any language can be acquired if one develops four basic skills in that language i.e. listening, speaking, reading, and writing. Listening and speaking are interactive processes that directly affect each other. Speaking is an expressive language skill in which the speaker uses verbal symbols to communicate, while listening is a receptive language skill, which involves the interpretation of those symbols into meaning. Writing is also expressive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning.

Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity involving two or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed. To most people, mastering the art of speaking is the most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Moreover, Nunan (1998: 26) states that speaking is a process consisting of short, often fragmentary utterance in range of pronunciation. Correct pronunciation delivers the correct message for the listeners. The pronunciation should be supported by the proper stress and intonation. In other hand, Mead and Rubin (1985) say that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component.

Based on the definitions above, it can be concluded that speaking is a creative process which deserves attention in what the speaker's saying in range of pronunciation including stress and intonation.

2.   Retelling

Kalmback (1986) in Stoicovy (2004) states that retelling is a process of re-memorizing what we listened to and read. Further, Stoicovy states that in relation to language teaching, retelling technique can be used as a way to promote students' comprehension and understanding of discourse. Stoicovy (2004) also points out that based on several studies, retelling technique has positive influence in language learning as it promotes students' ability in rearranging information from the text that they have read.

3.   Narrative Text

Narrative is one of the genres taught in junior high school. This genre is presented to develop the four skills of language, listening, speaking, reading and writing. In this study, the text was used to develop students" speaking competence. The purpose of the text is to amuse people.

To facilitate students to gain spoken narrative text competence, a teacher has to introduce the structure of a narrative text first before asking them to express their ideas, imagination and creativity. The structure of narrative text consists of a beginning

(orientation), middle (complication and series of events), ending (resolution) and a reorientation (optional).

A narrative text is constructed not only by following a particular structure but also language features. Derewianka (1995) states the language features of the text as follows: (1) Specific, often individual participants with defined identities. Major participants are human, or sometimes animals with human characteristic. (2) Mainly action verbs [material processes], but also many verbs which refer to what the human participants said, or felt, or thought [verbal and mental processes]. (3) Normally past tense. (4) Many linking words to do with time. (5) Dialogue often included, during which the tense may change to the present or future. (6) Descriptive language chosen to enhance and develop the story by creating images in the reader's mind. (7) Can be written in the first person (I,we) or third person (he,she,and they).

4.   Media

Various media like story books, cassette, films, the Internets and others can be employed for teaching narrative texts to develop students' language skills. In this study, the media chosen to meet the purposes are animated films. Harmer (2002) states the advantages of films/video as teaching media as follows: (1) seeing language – in use: one of the main advantages of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus, we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply. (2) Cross-cultural awareness: video uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British, body language when inviting someone out, or how Americans speak to waiters. Video is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

Films are not only useful to introduce a foreign language to students but also to provide them with valuable cultural information. The introduction of both the language and the culture where the language is applied can be meaningful experience for students for later use in real interaction in global society outside the classroom.

5.   The Retelling Technique in Class

There many techniques to improving students' speaking skill. We used retelling technique using movie to improve students' speaking skill of students VIII A of SMP N 2 Grogol on this study. It can do by helping student mind concept about the theory bellow:

1)   Explain that the purpose of retelling is to recreate, as close as possible to the original, something that has been read (or heard, or viewed). Remind students how they engage in retelling when they talk about a favorite book, movie, or event.

2)   Model a retelling with a short selection. If the selection is familiar to the students, they will be able to make comparisons between the original and retold version.

3)   After the retelling, discuss what they heard. Talk about and list the elements of a retelling. Record these on chalkboard, chart, or overhead.

4)   Guide students in a retelling by providing them with a short selection to read. After reading, have them prepare for their retelling by referring to the recorded information. Students can be paired for practice. The listener cues in to the recorded elements that were listed. The listener then provides the re-teller with feedback. Students then switch roles.

C.   METHODOLOGY

1.   The Research Design

This research is classroom research with two cycles. Classroom research is a form of self-reflective enquires undertaken by participants. The participants are teachers and students. The purpose of the classroom action research is to provide educational practitioners with new knowledge and understanding, enabling to improve educational practice or resolves significant problems in classroom. When there is no improvement after giving the treatment, the teacher can give more treatments until the teacher sees a good improvement. Action research has been developed by Kemmist and McTaggart (in Burns, 2010:7-9), action research typically involves four broad phases in a cycle of reseach, and they are; (1) Planning, we prepare everything related to the action that will be implemented, like: making lesson plan and designing the step in doing action, preparing materials, preparing sheet for classroom observation to know the situation of teaching and learning when the method is applied, preparing teaching aids, preparing test (2) Action, we implemented the teaching and learning speaking through retelling technique using movie. The research was done in two cycles. Every cycle have three meetings. (3) Observing, This phase involves the researcher and the collaborator were observing systematically the effects of the action and documenting the context, actions and opinions of those involved. (4) Reflecting, in this phase, the researcher who helped by the collaborator reflect on, evaluate and describe the effect of the action in order to make sense of what has happened and to understand the issue that researcher has explored more clearly. The researcher also made an evaluation based on what she has observed to find the weakness of the teaching activity having been carried out. The evaluation is the basic consideration to conduct next teaching. Based on the weakness found in the reflecting process, the teacher revises the action plan for the next cycle.

2.   The Specific Objective of the Research

The specific objective of this research is to find out whether or not the retellingtechnique can improve the VIII A students of SMP N 2 Grogol score in speaking after being taught using retelling technique.

3.   The Location and Time of the Research

The research was conducted at SMP N 2 Grogol, Sukoharjo in academic year 2013/2014. The school is located at Dukuh Mantung, Sanggrahan, Grogol, Sukoharjo. We conducted the research in VIII A class of SMP N 2 Grogol is started on 1 October, 2013. During research we adjusted the research schedule with the English lesson schedule of this school.

4.   The Subject of the Research

The subject of the research is the first grade students of SMP N 2 Grogol class VIII A that consist of 32 students. There are 16 boys and 16 girls. This class has various characteristic of the students. Actually, the students of SMP N 2 Grogol have average achievement of English. In fact, the students in this class have many difficulties in listening, reading and especially in speaking. It can be seen from the score of daily test. Almost of students of VIII A get score under standard in speaking test. They afraid to speak and during teaching learning they did not give participate in class. When they asked to come in front of class they rejected, despite they accept they cannot speak anything. On the other hand, the students didn't enjoy and comfort to follow speaking class. Because there are not other media except book, so they have less attention to their teacher and the English material.

5.   The Technique of Collecting Data

To collect the data, we provided the subjects a short narrative movie to re-tell. Firstly the students watched the short movie twice. Then, they had a few minutes to write down what the story on their own words. After, they practice to retell in paired so that they can remember their story. The next phase, every students retelling in front of the class randomly.While retelling, each students' performance was recorded. This recording was then investigates and analyzed to students' out the speaking fluency and the students' accuracy. The last step was to ask testimony and interview to all of the students to discover the use of speaking strategies in the retelling process.

We gave a total of two kind movies when we conducted the treatments.The procedure of retelling in the treatment period was similar to that in the pre-test and the post-test. The data were analyzed by calculating the mean scores of the pre-test and the post-test. After the result was obtained, we used a test of correlation. It was used to find out whether the retelling technique affected the students' speaking fluency significantly.Two raters did the scoring of the tests in order to achieve interater reliability.Moreover, the data from the interview and testimony were also analyzed to know the respond of the students toward speaking strategies applied during the process of retelling the story.

6.   Data Scoring

Scoring data is done by giving a score to each student's performance retelling about narrative story. The purpose of scoring data is to know the students' development in narrative text before and after treatment given by the researcher. The following criteria of scoring speaking skill of oral test based on Penny Ur (1996) as follows:

Accuracy	Point	Fluency
- Little or no language produces. - All mistake in pronunciation as it cannot be understood.	1	- Hesitated all the time - Too much saying "*ummmm*" nothing communication - Even not sure to speak and stops to speak because of limited language use.
- Poor vocabulary which makes it quite difficulties to understand the sentence, misused of words. - Mistakes in basic grammar many mistake in pronunciation often asked to repeat.	2	- Language use sometimes difficult to understand.
- Adequate but not rich vocabulary. - Occasionally grammar slips. - Some mistakes in pronunciation	3	- Get ideas across but hesitantly and seems to finish the speech immediately and brief.
- The vocabulary is more adequate - Grammar is accepted - Pronunciation clear unless little bit unnatural	4	- Almost effective communication and quite natural.
- Good range of vocabulary - Good grammar - Good pronunciation	5	- Effective communication and natural.

D.   FINDING AND DISCUSSION

1.   Findings

In this part, the findings found in each cycle will be presented.

a.   *Pre Cycle*

This cycle was conducted before the research. A test was conducted to know the students'speaking skill. The scoring was done using the speaking scoring rubric with the assessment of accuracy and fluency aspects. The table below shows the results of the speaking test in the pre cycle.

No.	Aspect	The Mean of Pre-test Score
1.	Accuracy	2, 09
2.	Fluency	2,38
AVERAGE		4,47

Based on the data presented through the table above, it is found that two average scores still far from passing grades. These facts show that students' competence of the two aspects is still low. Another fact shown through the table is that the average score for speaking did not gain the passing grade, either. The speaking average score is 4,47, while the passing grade is 3.00.

The facts described previously motivated me as an English teacher to facilitate the students to gain better competence. To realize this, I applied retelling technique through movie.

b.   *First Cycle*

Having found students' weaknesses, I conducted the research by retelling technique during the action in the classroom. The results of the research in the first cycle are presented as follows.

According to the data, it is found that 2 average scores almost gain the passing grades. The mean score of accuracy is 2.94, while the passing grade is 3.00. There are 15 (58%) students gaining the passing grade, while 11 (42%) students failed. The average score of post test I is 5.91, while the passing grade is 5.0. There are 20(77%) students could gain the passing grade, while 6 (23%) students failed. Again, students still found problems in applying correct grammar in presenting the spoken narrative text. This influenced their speaking skill.

No	Aspect	Post-Test cycle I
1	Accuracy	2,94
2	Fluency	2,97
AVERAGE		5,91

c.   *Second Cycle*

No	Aspect	Post-Test cycle II
1	Accuracy	3,43
2	Fluency	3,63
AVERAGE		7,07

The data found in the second cycle are presented through the table above. Based on the data, it is found that all assessment scores have gained the passing grades. The average score of Accuracy is 3.43, while the passing grade is 3.00. There are 26 (87%) students gaining the passing grade, while 23%failed. The average score of Fluency is 3.63, while the passing grade is 3.00. There are 30 (92%) students reach the passing grade, while 2 (8%) failed.

2. Discussion

After the pre-test, post test of cycle I and post-test of cycle II were given, we had the overall scores of retelling performed by the participants along with the calculation of the mean scores.

Table 1. Overall Scores of Pre-Test and Post-tests

Sub cycle	Observation	Cycle I	Cycle II
Kind of test	Pre Test	Post Test I	Post Test II
Mean of the students' score	4.59	5.91	7.07
Increasing score		1.32	1.16

3. Data Analysis

We arrange the data into a table which shows the number. This is to show whether the retelling techniques given during the treatment gave a significant effect to the participants' speaking skill.

Table 2 contains amount of the students' speaking score in the pre-test. It shows that almost 26% of the students were good at retelling the story. This was proven by the speaking average score is 4.59.

Table 2. The Amount of the Students' Speaking Score in Pre Test

The amount students in accuracy aspect	SCORE	The amount students in fluency aspect
10 Students	1	6 Students
9 Students	2	10 Students
13 Students	3	14 Students
-	4	2 Students
-	5	-

Table 3 comprises amount of the students' speaking score in the post test. It shows the increasing percentage student in speaking skill. In this phase almost 34% of the students were good at retelling the story. This was proven by the speaking average score is 5.91.

Table 3. The Amount of the Students' Speaking Score in Post-test I

The amount students in accuracy aspect	SCORE	The amount students in fluency aspect
-	1	-
12 Students	2	9 Students
10 Students	3	16 Students
10 Students	4	6 Students
-	5	1 Students

Table 4 contains amount of the students' speaking score in the pre-test. It shows that almost 68% of the students were good at retelling the story. This was proven by the speaking average score is 7.07.

Table 4. The Amount of the Students' Speaking Score in Post-test II

The amount students in accuracy aspect	SCORE	The amount students in fluency aspect
-	1	-
1 Students	2	4 Students
13 Students	3	13 Students
12 Students	4	9 Students
4 Students	5	4Students

From the scores of the pre- and post-test I, we conducted a post-test II to see whether significant difference exists in this study. We came up with the final conclusion that the retelling technique given during the treatment period had a significant effect on the students' speaking skill.

Some aspects in speaking will be discussed in accordance with the students' progress in retelling the story. The first criterion is accuracy. In the pre-test, for example, the sixth participant misunderstood the story. Instead of saying "*He was not very happy*", she said "*He was very happy*". This was fatal, for it changed the content of the story. However, the implementation of retelling technique could reduce the mistake. This was apparent in the transcript of the post test done by the first voluntary students came in front of the class. In the pre-test, the students could only deal with less than 24% of the whole story, whereas, in the post-test, he was able to finish the story.

Fluency is also of importance. This aspect became a consideration when the participants' speaking fluency was assessed. The increase on vocabulary can be seen clearly as all participants showed good progress in retelling the story. Some participants have successfully applied words different from the original text but had similar implied meanings. Generally, the strategies used by the students in retelling a story began with rewriting the text by deleting some unknown words, then memorizing it. When they had trouble recalling the words in their draft, they tried to continue the story in some ways: by skipping the forgotten words, or trying to speak in a halting manner. We argue that what they have implemented is part of strategic competence that they use to negotiate the content of the story. This is in line with the definition of strategic competence as the ability to use strategies such as paraphrasing, repetition, avoidance of the unfamiliar words or terms, and word guessing (Savignon, 1997).

From the abovementioned discussion, we come up with a conclusion that the research subjects or the participants have applied various strategies in the retelling process and those strategies are able to help them speak fluently.

E.   CONCLUSIONS AND SUGGESTIONS

Based on the research findings, we draw some conclusions as follows. Retelling is considered a technique which can be applied to improve students' speaking skill. This is indicated a number of statistical data, First, all of the participants produced higher scores in the post-test than those in the pre-test. Second, before the participants used the technique of retelling, the mean score was 4.47, and after the treatment was given to the participants, the mean score was 5.91. Third, the second post test score was 7.07. This score was higher than the pre-test and first post test. This shows that the treatment given to the students of eighth

grade in SMP N Grogol affects their speaking skill significantly. In addition, the study revealed some findings regarding theVIII A students' retelling.Before applied retelling technique the students were passive in class. Second the students did not have motivation to join in class. The third the students have difficulty to express their idea through speaking because the students lack vocabularies. The last most of students lack confidence.After we conducted the research we found the improvement at first the students made some notes in which there were a list of words, phrases, or simple sentences used as a speaking guide. It impacts the student brave and confident to speak up. Secondly, the students can increase their vocabulary through implementing retelling technique. In accordance with the previous conclusions, we suggest some points for the improvement of speaking skill of VIII A students. First, the English teacheris expected to implement the retelling technique more often than usual in order to develop students' speaking skill. Second, the students themselves need to actively collect short stories to retell in or out-side the class. This is advised to be done in pairs or groups. The last suggestion is for researchers to carry out further research that may study the aspect of techniques or methods on students' speaking skill. Further studies should involve a bigger number of research subjects, be carried out in a longer time frame and consider the length of the text as well as the proficiency level in order that the more valid and the general findings can be gained.

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