
THE APPLICATION OF REPORTING BACK STRATEGY TO INCREASE THE SPEAKING ABILITY OF THE SECOND GRADE STUDENTS OF SMP NEGERI 1 DURI IN RECOUNT TEXT

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Abstract

This study is entitled the Application of Reporting Back Strategy to Increase the Speaking Ability of the Second Grade Students of SMP Negeri 1 Duri in Recount Text. The objective of this research is to know whether the technique of Reporting Back Strategy can improve the speaking ability of the second year students of SMP Negeri 1 Duri in recount text. In this study, the writer implemented two cycles, each of which cycle consisted of Planning, Action, Observation, and Reflection. The treatment was designed in two meetings in each cycle. To identify the competence of the students, the writer used Pre-test and Post-tests. Besides there were some observation sheets and field notes used to record the classroom activity during implementing Reporting Back Strategy in speaking. The subjects were 25 students from class VIII.D of SMP Negeri 1 Duri that were selected randomly. After two cycles of the Reporting Back Strategy treatment, the writer found the subjects good at speaking in each post-tests. In the end of the cycles, the writer found that 100 % of the students have reached the minimum criteria of achievement score of English subject in speaking recount text. In addition, during performing Reporting Back Strategy, the students' activeness increased from the first until the last meeting. As the results of this study, the observation sheets and field notes attested that the students gained positive progress and that this speaking strategy could encourage them to speak and make the class more fascinating.

Keyword : Reporting Back Strategy, recount text, increase

INTRODUCTION

Speaking is one of the four language skills that has an important role in communication. Through speaking, people can express their ideas, advice, and other information. The aim of teaching English is to enable the students to communicate. Language is a primarily speaking which means that in learning English, speaking becomes the first priority whether a person is able to use English or not.

Speaking is classified as productive skill since it requires the learners to produce the language. Chastain (1975) says that speaking is a productive skill since it produces ideas, messages or suggestions. Learning to speak needs practice, learners have to practice a lot to achieve maximum potential without a process of eliminating errors and inconsistencies.

Speaking is a way how people deliver or express ideas, information, feeling orally. Through speaking, people can communicate and interact to one another. Moreover in speaking both speaker and listener have to understand each other about what they are talking about to avoid any misunderstandings.

In speaking, there are five components which are generally recognized. They are pronunciation, grammar, vocabulary, fluency and comprehension. Harris (1974) said that speaking is a complex skill requiring the simultaneous using different of abilities which often develop at different rates. Based on the 2006 School Based Curriculum, the purpose of learning English at SMP is to develop the four language skills, listening, speaking, reading and writing. In the instructional process, this skill should be integrated in order to get the ability to express the ideas, emotions, feelings, and to share opinions to each other fluently through speaking.

According to Sofyanda et al (2007:95), recount text is a text that reports the event or activity in the past and functions to inform, to retell or to entertain the readers. The structure of recount text usually consists of orientation, report of event or activity, and reorientation. Additionally, Wardiman et al (2008: 70), the generic structures of recount text are as follows:

1. Orientation. It functions as the setting and to introduce participants. Normally, it informs the reader about the doer, the place, the time, or the activity that happened.
2. Events in time order. Tells the sequence or the chronicle of some activities that has passed.
3. Reorientation. It is optional which functions to close a recount text. It may also appear in the form of concluding sentences.

The language features in recount text commonly consists of:

1. Noun as a personal pronoun, such as Martin, Simon, Aniston, etc.
2. Individual participant, focused on specific participant's story.
3. Past tense (simple past tense and past progressive tense), such as went, ran, ate, was coming, were walking, etc.
4. Time connective and conjunction to sequence of the events, such as after, before, then, after that, etc.
5. Action verbs; a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.
6. Adverb and adverb phrases to show place, time and way, such as yesterday, last week, at home, slowly, carefully, etc.

Basically, the aim of learning English is to enable the students to communicate to each other in English. Communication is a collaborative venture in which the interlocutors negotiate meaning in order to achieve their communicative ends (Nunan, 1995). Meaning is the most important thing in communication. As Nunan (1995) states that speaking mastery is

indicated by the ability to carry out a conversation in the language. There are two functions of speaking as explained by Brown and Yule (1983):

1. Interactional function, in which it serves to establish and maintain social relations.
2. Transactional function which focuses on the exchange of information.

There are many types of genre which are studied by the students such as narrative, report, descriptive, procedure and recount text. In this research, the researcher just focused on recount text because the genre is studied by the second grade students of junior high school. Recount text is a written text to retell information or entertainment. A fictional narrative recount may consist of scene-setting, a starting point, a problem, account and a conclusion. Recount text focuses on events and follows three stages: orientation, sequence of events and re-orientation. The orientation supplies the background information needed to fully understand the retelling. Sequence of events is a recount stage that focuses on detailing who, what, where and when. And re-orientation can be used as an introductory paragraph which generally refers to some of the information in the orientation paragraph.

According to Gibbons (1997), Reporting Back Strategy of teaching English is a strategy used to support students by teacher in teaching speaking in order to improve students' speaking ability which can be used as a follow up after any active learning experience. Diaz and Weed (2002) say reporting Back is a strategy where the learner is expected to report back what they did during an assignment or learning process which creates a time-line in the student's mind where they must be actively processing and organizing both the steps of the activity and the vocabulary they could use to describe the actions.

The writer hopes, the implementation of Reporting Back Strategy will give good contribution to both teachers and students in improving the speaking ability of the second year students of SMP Negeri 1 Duri.

METHODOLOGY

The writer applied Reporting Back Strategy in increasing speaking ability and the recount text as the subjects of this study. The writer chose 25 students from VIII.D of SMP Negeri 1 Duri. In addition, this classroom action research consisted of two cycles, where in each cycle the writer a treatment and post-test. Every score of the cycles would be analyzed to find out whether students showed the improvement or not. As the evaluation for each cycle, post test was given and it would become a reflection for the result.

Referring to Donato (2003), he states that action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that particular school operates, how the teachers teach, and how well their students learn. Additionally, Azhar (2006) states the purpose of action research is also to improve students' ability or as a solution of problems in teaching learning process. Watts in Ferrance (1985) concludes that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. According to Gay (2000), action research is a process in which individual or several teachers collect evidence and make decision about their own knowledge, performance, beliefs, and effect in order to understand and improve them.

This study started by giving a pre-test about recount text to observe the comprehension and to know the base score of the students about recount text before being introduced to the Reporting Back Strategy. The writer followed the topic according to the school curriculum where recount text was one kind of the short text that must be gained by the students in the school. In the first cycle, the writer also prepared lesson plan, teacher and students observation sheets and field notes as the research instruments while the teaching and learning process.

After carrying out the pre-test, the writer began implementing Reporting Back Strategy through treatment activities which is recount text as the main topic for speaking tasks. The steps or procedures for implementing the technique during treatment activities were done as pre-teaching, while-teaching and post-teaching.

There are some steps that researcher must do if they want to conduct the action research. Those steps are planning, action, observation, and reflection.

1. Planning

An action research starts with planning. It means that all of activities in action research must be in planning.

2. Action

The plan that is arranged by the researcher is used as guidance in doing the action. All of the activities that will be done in the research are based on the plan or lesson plan that has been prepared. Kemmis and McTaggart (1988) said that action was guided by planning in the sense that it looks back to planning for its rationale. But critically informed action is not completely controlled by plans.

3. Observation

Observation is used as a tool to record the action process that is done by the researcher. The observation needs to be done carefully because it will record all things that influence the participants in the research. It will be limited by constraints of reality and all of these constraints will never be clear in advance.

4. Reflection

Reflecting is the last activity in the data collecting technique. Reflections based on the observation whether the research is success or not by the writer. If the writer still found the problem in teaching speaking a recount text by using Reporting Back Strategy, the writer will move to the next cycle in order to gain better improvement on students' speaking ability.

DISCUSSION OF THE FINDINGS

1. Quantitative Data

In this research, the data were collected by distributing testing the students of participants. There are two techniques used in collecting the data. They were pre-test and post-test. Pre-test was conducted to find out students' speaking ability before Reporting Back Strategy implementation. After giving pre-test, the researcher gave the treatment to the students. During the treatment, the development of students' speaking ability could be seen.

Next, the post-test was conducting to find out the effect of using Reporting Back Strategy in teaching speaking of recount text to the second year students of SMP Negeri 1 Duri.

2. Qualitative data

The writer chose observation in the process of collecting the quantitative data and it was done by collaborator. The collaborator observed the teaching and learning activities in the classroom and the observation sheets used to obtain any important information about teaching and learning process. To know the level of students' ability in speaking, the researcher used the next table, as grading based on the following classification:

Table 1
The Classification of Ability Level

No.	Score	Level of Ability
1.	80-100	Good to Excellent
2.	60-79	Average to Good
3.	50-59	Poor to Average
4.	0-49	Poor

(Harris, 1974)

Before implementing Reporting Back Strategy, the writer gave the students such kind of small test or Pre – Test. This was done to gain the students' base score in increasing speaking of recount text. The data analysis were assessed by three raters. After the score from the raters were collected, the writer accumulated the score to obtain the speaking ability level of the students. After computing the data, the researcher found the result of students' speaking ability based on the level ability as the following:

Table 2
Students' Speaking Ability Level in Pre-Test

Score	Ability Level	Frequency	Percentage
80 – 100	Good to Excellent	0	0%
60 - 79	Average to Good	19	76%

50 - 59	Poor to Average	6	24%
0 - 49	Poor	0	0%

After students had been taught through Reporting Back Strategy, the test was given to the students to know their ability in speaking recount text. The test instrument which was used at the end of this cycle was similar to the test instrument which was used in Pre-Test.

Then, the students' score were computed which is shown in the following table:

Table 3

Students' Speaking Ability Level in Post-Test 1

Score	Ability Level	Frequency	Percentage
80 – 100	Good to Excellent	0	0%
60 – 79	Average to Good	22	88%
50 – 59	Poor to Average	3	12%
0 – 49	Poor	0	0%

After re-conducting Reporting Back Strategy, the writer found a significant improvement from previous cycle to the cycle. Students had done taught the test in order to make sure their ability in speaking recount text. The test instrument which was used at the end of this cycle was similar to the test instrument which was used in pre-test and post-test1. The following table showed the students' score in the end of cycle 2 after implemented Reporting Back Strategy:

Table 4

Students' Speaking Ability Level in Post-Test 2

Score	Ability Level	Frequency	Percentage
80 – 100	Good to Excellent	10	40%
60 – 79	Average to Good	15	60%
50 – 59	Poor to Average	0	0%
0 – 49	Poor	0	0%

From this study, the researcher found that there was an improvement in students' speaking ability which could be seen and compared from the pre-test, post-test 1 and post-test 2.

Table 5

Improvement of Students' Speaking Ability from Pre-Test, Post-Test1 and Post-Test 2

Score	Ability Level	Pre-test		Post-test 1		Post-test 2	
		F	%	F	%	F	%
80 - 100	Good to Excellent	0	0%	0	0%	10	40%
60 - 79	Average to Good	19	76%	22	88%	15	60%
50 - 59	Poor to Average	6	24%	3	12%	0	0%
0 - 49	Poor	0	0%	0	0%	0	0%

CONCLUSION

Based on the analysis of the data in Pre-Test, Post-Test 1, and Post-Test 2, the writer concludes that the application of Reporting Back Strategy has been successful in improving the students' speaking ability of class VIII.D of SMP Negeri 1 Duri. It can be shown that 85% students got score in average to good level. In addition, based on the result of qualitative data during the observation in cycle 1 and 2, there are some factors that influence the improvement of students' speaking in class VIII.D of SMP Negeri 1 Duri. This improvement happened because this speaking strategy was so appropriate to be implemented to the class. The motivation that always given by the writer in every meeting to the students were also increasing meeting by meeting, good cooperation between the writer with the students and between students with each other. The other factor like the suitability of the application and good classroom management in order to solve the problem of the students also has given positive impact for them. Moreover, this speaking strategy also helps to improve the students' interest and motivation in speaking, especially in recount text.

IMPLICATION

The result of this research shows that the implementation of Reporting Back Strategy activity can improve students' speaking skill. Therefore, it is needed to spread this approach to other English teachers, as one of the approach that can improve students' speaking skill. It also stimulated their motivation in speaking. The innovation in teaching is needed and teacher must explore and find out the students' interests and ways of learning. Moreover, the topic for speaking should be related to their lifestyle, level of thinking, and current issues. In the end of this study, teacher should become a good partner for students.

SUGGESTION

Based on the data that have been found in this research, there are some suggestions that the writer gives in implementing Reporting Back Strategy in the classroom. First, it would be better to highly pay attention to the students activity, and the time consuming in doing this approach, since it has a quite long stage to do. It is also suggested to the teacher for also seeking the students interest, finding the topic that is closer to the students environment and not limiting to one topic, in order to make the students not boring in speaking. The teachers need to be more creative in innovating some activities to get the students to speak and state their opinion freely about something. Conducting personal experience is one way to help them to improve their speaking ability. Teachers should give more opportunity to the students to practice their skills and be active in speaking. Teachers are suggested to give reinforcement for any good work that the students have done will motivate them to speak well. It will help them not to be afraid of making any mistake while they are speaking or practicing their skills. The English teachers should realize that strategy is important to increase our students' speaking ability. Teachers need to give many exercise to the students that they become more competence in expressing the statement, question and conveying their willingness in English. The English teacher should find some more suitable ways to teach speaking in English class.

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