
**THE USE OF RETELLING TECHNIQUE IN PROCEDURE
TEXT TO IMPROVE SPEAKING ABILITY OF THE FIRST
YEAR STUDENTS OF MTs MUHAMMADIYAH 02
PEKANBARU**

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ABSTRACT

The aim of the study is to find out the effectiveness of retelling technique in improving students' speaking ability and to know how far this strategy can be used in improving the speaking ability of the students. The design of this paper is Classroom Action Research. The writer investigated the first level students of MTs Muhammadiyah 02 Pekanbaru in using of retelling technique in procedure text. The data of students' speaking were analyzed to see the progress after giving four-time treatments. The result revealed that the speaking ability of the students increased in some areas as shown by the improvements on their vocabulary and comprehensibility. After giving post-test at the end of the cycle, the writer found that there was an increasing on students' ability in speaking where the average score was 45.96 in pre-test with no students who reached the KKM (67) to 67.73. In post-test, 23 students or 76.67% of them could reach the KKM (67). In the treatment, the researcher found that 25 students reached average score. It means that 83.33% of them were interested in joining the lesson.

Key words: action research, ability, speaking, retelling technique, procedure text

INTRODUCTION

The purpose of learning English is to enable the students to communicate with others. In teaching speaking, the teacher should know the students characteristic because every student has different background of English. In ESL one of the important skills that must be learned in the classroom is speaking skill. Nunan (1999-39) stated that success is measured in terms of the ability to carry out a conversation in the target language”, so that if the student do not learn how to speak or do not increase their speaking ability, they may lose interest in learning because speaking is one of the important aspect in learning a language.

Teaching speaking is not an easy job. There were many problems in teaching speaking. A small survey at MTs Muhammadiyah 02 Pekanbaru, the researcher found three main problems, they were:

- a. Students’ speaking achievement was low.

It could be seen from the result of the students’ interview examination of using procedure text. This test was done at the first year students of MTS Muhammadiyah 02 Pekanbaru. There were 30 students in that class. During the test, teacher interviewed the students by using some questions that had relation with procedure text, because the students never learn the text before. The result of this test showed that 2 students or 7% of the students were in the level of average to good, 5 students or 17 % of the students were in the level of poor to average, and the rest of them, 20 students or 76% of the students were in the level of poor. From this result, the biggest number of the students had low speaking ability.

This problem comes from the teaching technique which is used by the teacher in learning process. The teacher sometimes uses the uninteresting technique and it makes the students feel bored and do not follow the study seriously.

- b. The students always use their mother tongue in learning process, like Minangese.

The students in this school always use their mother tongue like minangese, and most of them do it, and they seldom use English in the class or out of the class. So, it makes them difficult to pronounce the English word, because they are still influenced with their mother tongue.

- c. This school was still applying Teacher Centered Learning (TCL) rather than Student Centered Learning (SCL).

As known in TCL, during teaching and learning process, teachers transferred knowledge to the students, students received knowledge passively and just focused on material thoroughness and the teacher's way in teaching and learning process, mastery the material, learning process, and evaluation process were done separately. Next, the correct answers became priority and the students' learning environment was more individualist and competitive.

A new approach which centered on students in education was considered. This approach is called Student Centered Learning (SCL). Minister of Higher Education Malaysia, Dato' Mohamed Khaled Nordin in his mandate in 2009 claimed that to conduct courses solely using lecture (TCL) may not be appropriate anymore for certain courses and suggest that SCL approach should be applied in the learning process so that students can enhance their thinking skill and become more innovative (Nordin, 2009).

In this research, writer would not discuss about the whole problems above. The researcher intended to improve their speaking ability specifically in mastering monolog texts by applying a new way in teaching speaking. In this case, the researcher used retelling technique in teaching the material.

These problems could be solved by using retelling technique since it has some advantages. It could guide the students to re-memorizing with what they read or listen, could focus with the text and foster for a better understanding, and raise students' attention and interest.

Kalmbach (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. 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.

Procedure text is commonly used to describe how to make something which is close to our daily activity. The social function of 'procedure' is to give direction of what the readers should do to accomplish a mission. In other words, 'procedure' guides the readers to do something, to operate something or to make something. Therefore, the generic structure of procedure always starts with the objective. After the objective is clearly mentioned, a procedure text will continue with a series of steps. Along with the nature of procedure, the grammar of a procedure gives directions on what the readers should do. A procedure does not merely show what things are in which more relational process is more dominant. Some example of procedure text are manual books, food recipe, how to make a toy car from clay, or some texts of columns of a magazine. (<http://understandingtext.blogspot.com/2008/11/between-explanation-and-procedure-text.html>). Anderson and Anderson (2003:50) state that procedure text is a place of text that gives us instructions for doing

something. The purpose of procedure text type is to explain how something can be done.

Retelling helps teachers to identify the level of students' comprehension of what they listen to or read. In addition retelling is a common way many people use as part of their communication. To overcome the difficulty in using the target language, retelling 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).

Retelling technique has many advantages for teaching and learning process. Stoicovy (2004) also points out that based on several studies, retelling has positive influence in language learning as it promotes students' ability in rearranging information from the text that they have read. So here the students will use their own word in retell what they read, and they also re-memorizing the word that they have to read.

Based on the arguments for the positive influence of retelling technique in language learning, we decide to see the influence of retelling of students' speaking ability by conducting this study. The students here are students whose language proficiency is categorized as 'Low'. And the writer believes if we use the retelling technique the students will enjoy study English and the students also focus with what they read and listen.

METHODS OF INVESTIGATION

Principle

The problems of the study are investigated through a classroom action research. It was carried out in the first year of MTs muhammadiyah 02 Pekanbaru 2011/2012 for 3 months from the second week of March to May

2012. The subject of the study was the VII² students consisting 30 persons, 16 girls and 14 boys.

Research Design

The intervention study had a pre-test/post-test design. Before the treatment program, all participants were given a pre-test to measure their speaking abilities. The researcher use retelling as a technique in teaching the material. The post-test was administered to all participants after the treatment.

Procedure

The study was conducted in the first year students of MTs Muhammadiyah 02 Pekanbaru, which met for a two-hour class meeting each week.

The research consists of a cycle. In the first meeting we interviewed the students by using some question that had relation with procedure text, because the students never learn the text before. The result of this test showed that 2 students or 7% of the students were in the level of average to good, 5 students or 17 % of the students were in the level of poor to average, and the rest of them, 20 students or 76% of the students were in the level of poor.

From this result, the biggest number of the students had low speaking ability. In the second meeting the students took speaking pre-test. After doing the pre-test, researcher done the treatments consist of four meetings. The first treatment, researcher explains what the procedure text is and how to retell it. Next the researcher asks students to read the procedure text in a group and then they retell their procedure text (in a group) in front of the class. In the next treatment, the researcher explains the related vocabulary that commonly used in procedure text. Then the students were asked to watch the video and answer the question based on the video. In the last meeting, the researcher had done the post test.

Here are the activities that was done

Class	
Meeting	activities
1	Interviewed the students to measure their speaking ability.
2	The students took a pre-test.
3	Treatment + Retelling practice (group 1)
4	Treatment + Retelling practice (group 2 and 3)
5	Treatment + Retelling practice (group 4 and 5)
6	Treatment + Retelling practice (group 6)
7	The students took a pre-test.

RESULTS AND DISCUSSION

The Result of Pre-test

Before using the technique in the learning process, the researcher did pre-test to students to get the base score as the comparison for the data in post-test after the technique was used. 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

No	Score	Classification	Frequency	Percentage
1	81-100	Excellence	0	0%
2	61-80	Good	0	0%
3	41-60	Mediocre	27	90%
4	21-40	Poor	2	7%
5	0-20	Very poor	1	3%

From the table above, it could be seen that there was no student who reach ‘excellent’ and ‘good’ level. Then, 27 students (90%) reached level of ‘Mediocre’, 2 students (7%) reached ‘poor’ and 1 student (3%) reached level of very poor.

The Result of Observation

After did pre-test to the first year students of MTs Muhammadiyah 02 Pekanbaru (VII.2), the researcher began to use retelling technique in teaching to increase their speaking ability. This cycle was conducted two times a week in 4 meetings (4 x 40 minutes).

The researcher used retelling with several stages including paying attention to teacher’s explanation, read and listen to the procedure text, checking student’s comprehension through multiple choices question, fill in the blank, answering questions base on the text and retelling the procedure text in front of the class.

The Result of Post-Test

After all stages got through for four meetings, the researcher began to conduct post-test in the fifth meeting in order to know students’ speaking ability after being taught by using video. Finally, the researcher computed the data and found the result which was presented according to the ability level as presented on below:

Table 3

Students’ Speaking Ability Level in Post-Test

No	Score	Classification	Frequency	Percentage
1	81-100	Excellence	1	3%
2	61-80	Good	25	84%
3	41-60	Mediocre	3	10%
4	21-40	Poor	0	0%
5	0-20	Very poor	1	3%

From this table, it could be seen that there was good improvement in students' speaking ability. There was a student (3%) who reaches level of 'Excellent'. There were 25 students (84%) reached level of 'Good', 3 students (10%) in the 'Mediocre' and a student (3%) was in the "very poor" level.

Furthermore, the speaking improvement achieved by the students was also analyzed by using t-test. Here is the result of analysis:

Table 4
The t-Test Result

Variable	Students	Mean	Increase	SD	Sd	d.f	t.test	t.critical
Pre test	30	46.57	21.16	5.72	1.04	29	20.34	2.045
Post test		67.73						

Based on the table, the standard deviation of the test was 5.72. Then, the standard error was 1.04 and the t.test is 20.34. The degree freedom of the data above was 29. The result showed the significant of the students' ability in speaking after being taught by using retelling technique. In this case the use of retelling in teaching speaking especially about procedure text could increase students' achievement. Therefore, alternative hypothesis was accepted and the null hypothesis was rejected because the score of the t-test is higher than t-critical ($20.34 > 2.045$).

The Discussion of the Findings

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

Table 5

Improvement of Students' Speaking Ability from Pre-Test to Post-Test

Score	Classification	Pre-Test		Post-Test	
		F	%	F	%
81-100	Excellence	0	0%	1	3%
61-80	Good	0	0%	25	84%
41-60	Mediocre	27	90%	3	10%
21-40	Poor	2	7%	0	0%
0-20	Very poor	1	3%	1	3%

From the data above, it could be seen that in the pre-test the students were in the level of 'poor to average' and 'poor'. While in the post-test, they had got improvement and moved to the level of 'average to good' and 'good to excellent' although some of them still reach poor to average and poor.

In addition, the writer also presented the improvement of students' speaking ability in each aspect. Let us see the table15:

Table 6

Improvement of Students' Ability in Each Aspects of Speaking

No	Aspects of Speaking	Pre-Test	Post-Test	Improvement
1	Accent	2.44	3.30	0.86
2	Grammar	2.14	3.40	1.26
3	Vocabulary	2.10	3.40	1.30
4	Fluency	2.35	3.20	0.85
5	Comprehension	2.60	3.50	0.90
T. Average		46.57	67.73	21.16

For 'accent', the average score of students in pre-test was only 2.44, and then it increased into 3.30 in post-test. The improvement in this aspect was 21.5%. For 'grammar', in pre-test score was only about 2.14 and it became 3.4 in post-test. It meant that the improvement was up to 31.5%. While the score for 'vocabulary' is 2.10 in the pre-test and it increased into 3.4 in post-test. It reached 32.5% improvement. The score of 'fluency' which was in the pre-test was 2.35 increased into 21.25% became 3.2 in post-test. The last one was 'comprehension'. It improved 25%. in the pre-test, the score was 2.6 but it improved into 3.5 in post-test. Shortly, it was true that there was improvement of speaking ability of the first year students at MTs Muhammadiyah 02 Pekanbaru. From the average score 46.57 with no student (0 %) reached 65 (KKM) in the pre-test, then it improved into average score 67.73 in the post-test with 23 students (76.67%), reached the KKM. By looking at the KKM, 67, the improvement was quite high. So, the writer concluded that the use of Retelling technique to teach speaking did gives improvement to speaking ability of the first year students of MTs Muhammadiyah 02 Pekanbaru since the KKM score was achieved by the students.

CONCLUSION

The aim of this research is to find out whether the use of retelling technique in teaching English specifically speaking skill can improve students achievement. From the research that has been done in MTs Muhammadiyah 02 Pekanbaru, it can be concluded that:

1. The use of retelling technique could improve students speaking achievement. It could be seen that in the pre-test there was no student who reach KKM, which is 67, with their average score was only 46.57. While in the post-test, the average score increased into 67.73 with 23 (76.67%) of 30 students reached the KKM.

2. In addition, the use of retelling technique could stimulate the students to be more active to follow the lesson. Since the use of retelling could make the lesson becoming more interesting. It could be seen from the four meetings of this research, 83.33% or 25 students in average were motivated to follow the lesson well.
3. The aspect of speaking that could be improved most by the use of retelling technique is ability. Then, followed by 'vocabulary', 'fluency', 'accent', and finally 'grammar'.

Thus, the use of retelling is very effective to improve students' speaking ability of the first year students of MTs Muhammadiyah 02 Pekanbaru in the academic year 2012/2013.

SUGGESTION

From the conclusion above, the writer suggests that:

1. A Teacher must understand their students' characteristics and conditions including their strength and weakness first before deciding the design of learning process, because the students have different background of English.
2. It is important for the teacher to choose the good technique or method in teaching English, to make the students more interesting, enjoy accurate and understandable as possible so that the students are motivated to follow the lesson and comprehend it well. Retelling technique is one of the ways that can be used by the teachers to create such learning situation.
3. Teachers have to prepare the lesson and the materials that need to teach before go to class. All of them must be suitable with the students' needs and level.
4. It is suggested to next other researchers to investigate about the use of retelling in other fields such as in listening, reading, and writing.

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