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THE EFFECTIVENESS OF GROUP STORY RETELLING TO DEVELOP  
THE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS  
OF SMP BABUSSALAM PEKANBARU

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**Abstract**

The aim of this study is to find out the effectiveness of group story retelling in improving the speaking ability of the second year students of SMP Babussalam Pekanbaru. The subjects were 17 students from class VIIIIC at SMP Babussalam Pekanbaru. The study was a single cycle in which designed in four meetings. 1. Pre and post tests were given students, observations were also done during the treatments, and field notes were also done to cross check the classroom circumstances and activities during the treatments. The treatments were designed for four meetings in the cycle. 2. T-Test was used in order to know whether the increase of group story retelling score from Pre - test to Post - test was significant or not. The analysis found that the treatments could improve the students' speaking ability. The result of post test was about 74,40, while the school minimum standard (KKM) of English is 73. It showed that the students' speaking ability increased. Therefore, a group of story retelling is effective in developing the students' speaking ability.

**Keyword:** *Group story retelling technique, Speaking Ability.*

## **INTRODUCTION**

### **The Nature Of Speaking**

The major goal of learning speaking is to enable students to communicate with other people by using English. Students should try to avoid confusion in the message due to the faulty pronunciation, grammar or vocabulary, and try to observe the social and cultural rules that apply in each communication situation. To develop students' skill, the teacher should be able to motivate her/his students in many ways.

**Rivers** (1980:180): states that " A teacher needs to give her / his students many opportunities to practice speaking. She/he needs to use imagination in devising situations which can provoke the use of language in expressing their own meaning, even though the students have very limited resources on which to draw". It means there are many responsibilities to do to develop the student speaking skill.

**Wright** (1981:117): says: if the students are learning to speak, they must have the maximum opportunity to speak. They should be ready to speak when they come to the speaking class.

According to **Brown** (1994), **Burns & Joyce** (1997), Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking which is often spontaneous, open-ended, and involving.

**Nunan** (1985), suggests that students learn to read by reading and also students speak by speaking. Therefore, speaking is a language skill or means of communication in which one expresses an idea, feeling and information to others only. Moreover, **Brown** (1987:40) says that speaking is an oral interaction where participants need to negotiate meaning containing ideas, feelings, and information and messages between who, what, to whom, and about what.

In addition, **Chastain** (1975:333) defines that speaking is expressing ideas orally.

In brief, in order to speak effectively, correctly, and concisely, the students need to master the rules of speaking, usage, vocabulary and pronunciation. Besides, the activity of speaking needs to be related to the real life situation.

### **The Nature of Story Telling**

In teaching, teachers use different kinds of techniques such as role play, interview, speech, storytelling, and story retelling. The most technique used by them is story telling. Story telling is the ancient art of conveying events, images, and sounds.

(**Langan**, 2002:194) says that narrative sometimes refers to storytelling. It is used in everyday life to explain events, preserve history, and entertain.

According to **Kemmis**: Action research is a form of self – reflective inquire under taken by participants in a social (including education) situation in order to improve rationality and justice of their own social or educational practices and the situations in which practices are carried out. It means the teachers can apply certain treatment in order to get improvement to the students.

**Pellowski** (Word of storytelling, p.15) defines story telling as : “the art or craft of narration of stories in verse/and or prose, as performed or led by one person before a live audience.

### **The Theory Of Group Story Retelling**

Story retelling is an art recreating literature-taking the printed words in book and giving them a life (**Ellin Green**, 1976:106), (**Langan**, 2002:194). Narrative refers to storytelling. It is used in everyday life to explain events, preserve history, and entertain.

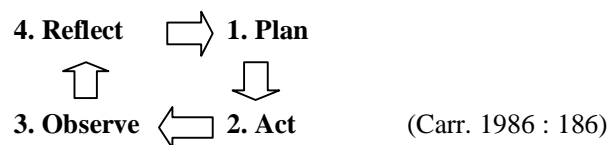
According to **Wood** (1992) describes a cooperative learning strategy (group story retelling), which can be used with heterogeneous or homogeneous group, depending on your instructional objectives and the students needs.

**Morrow** (1996), states that story retelling is useful in measuring a child’s comprehension of a story. Retelling can reveal a child’s feeling of a story structure and their recall.

## **METHODOLOGY**

### **The Research Design**

This research is classroom research with a single – cycle. 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. The design of the research is as follow :



#### **Plan**

The subject of this research is VIII C Babussalam Junior High School Pekanbaru. All of the students in this class are boys. Since the amount of the population is small and homogenous, all the population taken as the sample of this research (total sampling). The reason for choosing this class because the writer will replace the previous teacher in that class. According to the previous teacher he found the students have difficulty in story telling.

Based on the 2006 curriculum, three phase technique should be use in teaching process. In order the students being able to retell a story in a post activity, the writer prepares some questions. The writer used WH Questions :

- 1) What is the story about?
- 2) Who are the characters?
- 3) When and where did the story happen?
- 4) What did the main characters do?
- 5) What is the problem?
- 6) What happened next?
- 7) Do or does the story end?
- 8) What did you learn from the story?

### **Observe**

The writer observe the students' activities in class, group and individual.

### **Reflect**

The reflection of this research is personal reflection of strengths and weakness in conducting treatment.

### **The Specific Objective Of the Research**

The specific objective of this research is to find out whether or not the group story telling strategy can increase the students of SMP Babussalam score in speaking after being taught by using retelling story.

### **The Location and Time of the Research.**

This research has been conducted at Babussalam Junior High School Pekanbaru from April to May on 2012.

### **The Subject of the Research**

The population of this research is the second year student of Babussalam Junior High School Pekanbaru. There are six classes of grade 8 at this school. But writer choose the grade VIII C. All of the students in this class are boys. Since the amount of the population is small and homogenous, all the population taken as the sample of this research (total sampling). In this research, the amount of the sample is 17 students. The reason for choosing this class because the writer will replace the previous teacher in that class. According to the previous teacher he found the students have difficulty in story telling.

### The Data Collection Technique

Pre test and post test is the way that the writer choose to collect the data of students' retelling story score. Pre test must be done before teaching story telling by using the group story retelling.

After giving a pre test, the writer explain how to retell a story with their own words. The ways is : reinforcement element of story structure, such as characters, setting, and plot. It do in 4 meeting. The treatments are :

1. The teacher asked some question related to the story would be given.
2. The teacher asked the students to find key words in the story.
3. Ask the students to read some stories and gave them opportunity to share what has been read.
4. The teacher asked the students to retell the story based on their own words.
5. In order to know how good the speaking ability of the students after they have been taught through the group story retelling , the teacher asked the studens to retell a well-known story in their own words as a post activity.

### The Date Analysis Technique

#### Scoring System Of Speaking

No	The aspect of speaking to be evaluated	The score range
1	Pronunciation	5 : 4 : 3 : 2 : 1
2	Grammar	5 : 4 : 3 : 2 : 1
3	Vocabulary	5 : 4 : 3 : 2 : 1
4	Fluency	5 : 4 : 3 : 2 : 1
5	Comprehension	5 : 4 : 3 : 2 : 1

(Harris, D.P 1974: 81)

To score the student's **speaking Ability** the writer used oral scoring sheet and formula:

$SA = \frac{P + G + V + F + C}{MAXIMUM.SCORE} \times VALUE$	
Where SA	= Students speaking ability
P	= Students' ability in pronunciation
G	= Students' ability in grammar
V	= Students' ability in vocabulary
F	= Fluency
C	= Comprehension

#### Interpretation of Students' Score in Term of Level of Ability

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

(Harris, 1976: 84)

To know the Average score of the student's Ability in Pre-Test and Post-Test. The data are analyzed by using the formula:

Pre-Test and Post-Test	Explanation
$\bar{X} = \frac{\sum X}{N}$	<b>Where:</b> $\bar{X}$ = The average value of Pre-Test $\sum X$ = The total score of the correct answer $N$ = The number of the students

*(Hatch & Farhady, 1982:55)*

To find out the Result of Standard Deviation of the student's Ability in Pre-Test and Post- Test as follow:

Standard Deviation of Pre-Test and Post-Test	Explanation
$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$	<b>Where:</b> $SD$ = Standard Deviation of post test $\sqrt{\quad}$ = Square root of $\bar{X}$ = The average value of $\sum (X - \bar{X})^2$ = The square of the total individual deviation $N$ = The number of the students $1$ = The constant number

*(Hatch & Farhady, 1982:59)*

To find Out the Standard Deviation of the Differences and the Standard Error of The Differences Between Two Means as follow:

The Standard Deviation of the Differences Between Two Means ( $S_D$ )	The Standard Error of the Differences Between Two Means ( $S_{\bar{D}}$ )
$S_D = \sqrt{\frac{(\sum D^2 - \frac{1}{n})(\sum D)^2}{n - 1}}$	$S_{\bar{D}} = \frac{S_D}{\sqrt{n}}$

*(Hatch & Farhady, 1982)*

To find Out the Result of T-Test as follow:

T-Test Formula
$t = \frac{M_1 - M_2}{S_{\bar{D}}}$
Where: $t$ = T-Test $M_1$ = Means 1 $M_2$ = Means 2 $S_{\bar{D}}$ = The Standard Error of the Differences

*(Hatch & Farhady, 1982)*

## FINDINGS AND DISCUSSIONS

Pre-test was given by the writer before applying group story retelling technique. The goal was to know the based score of the students' speaking ability. The analysis data of pre-test shown as the following figure:

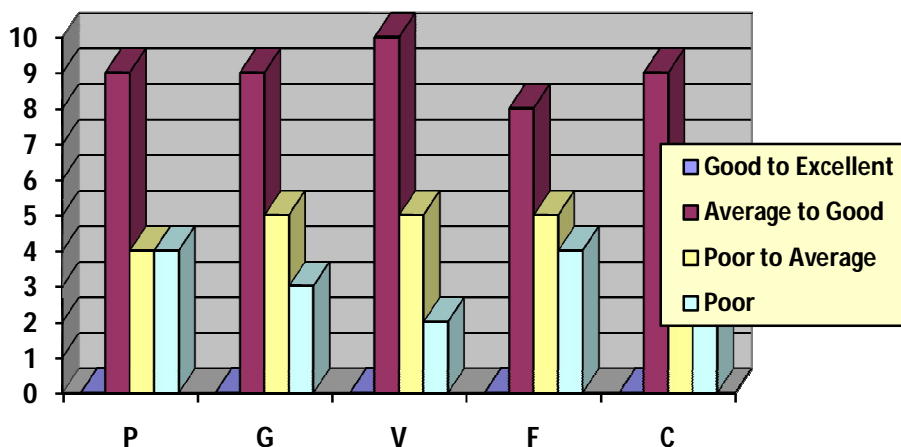
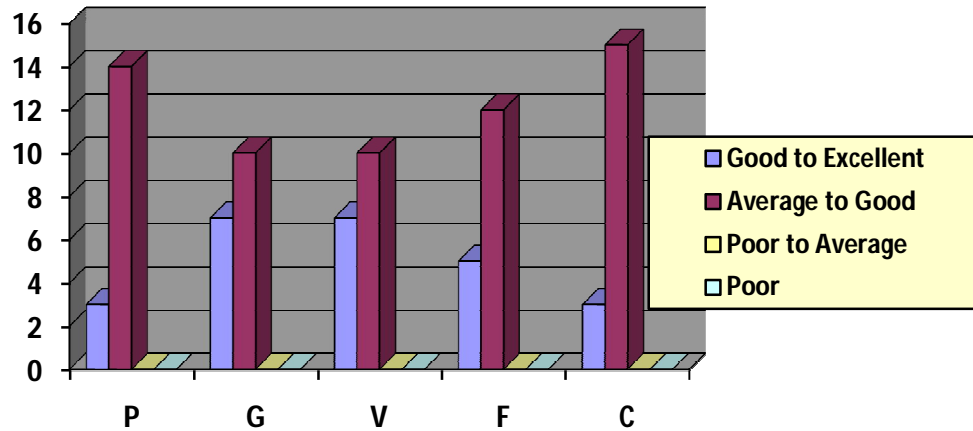


Figure above shows that there were none of the students that can be seen at good to excellent ability level at all speaking complements. Such as: 1). **Pronunciation**, there are 9 (52.94 %) students who stay at average to good category level, 4 students (23.94 %) are in poor to average category level, and 4 students (23.94 %) are in poor category level. 2). **Grammar**, there are 9 students (52.94 %) who stay in average to good category levels, 5 students (29.41 %) are in poor to average category level, and 3 students (17.65 %) stay in poor category level. 3). **Vocavulary**, there are 10 students (58.82 %) stay in average to good category level, 5 students (29.41 %) are in poor to average category level 2 students (11.76 %) are in poor category level. 4). **Fluency**, there are 8 students (47.06 %) stay in average to good category level, 5 students (29.41 %) are in poor to average category level 4 students (23.53 %) are in poor category level, and 5). **Comprehension**, there are 9 students (52.94 %) stay in average to good category level, 3 students (17.65 %) are in poor to average category level 5 students (29.41 %) are in poor category level

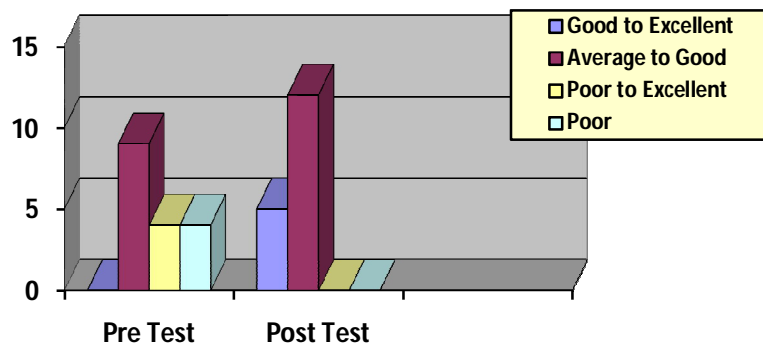
Post-test was given by the writer after applying the treatments. The goal of the post-test was to know the score of the students' speaking ability after having taught by group story retelling technique. The analysis data of post-test shown as the following figure:



Based on the figure above, there were none of the students who stay in poor to average and poor category levels of each speaking components. Such as: 1). **Pronunciation**, there are 3 students (17.65 %) in good to excellent category level and 14 students (82.35 %) in average to good category level. 2). **Grammar**, there are 8 students (47,06 %) in good to excellent category level and 9 students (52,94 %) in average to good category level. 3). **Vocabulary**, there are 7 students (41.18 %) in good to excellent category level and 10 students (58.82 %) in average to good category level 4). **Fluency**, there are 5 students (29.41 %) in good to excellent category level and 12 students (70.59 %) in average to good category level. And 5). **Comprehension**, there are 2 students (11.76 %) in good to excellent category level and 15 students (88.24 %) in average to good category level.

In other hands, there is a significant increase in post-test. There are none of students who stay in poor to average and poor category levels, 5 students (29.41 %) in good to excellent category level and 12 students (70.59 %) in average to good category level.

The differences of students' speaking ability level between pre-test and post-test can be seen in figure bellow"





This figure shows that. In pre test, there were none of students that can be seen in good to excellent category level. The students can be seen at such as: 9 students (52.94 %) in average to good category level, 4 students (23.53 %) in poor to average category level, and 4 students (23.53 %) in poor category level. In conclusion, the second year students of SMP Babussalam Pekanbaru stay at low speaking ability level. The goal of pre-test is to observe the students' ability in speaking by using group of retelling story.

But in post-test, there is a significant increasing found. There are 5 students (29.51 %) are in good to excellent category level and 12 students (70.59 %) are in average to good category level. There is none of students who stay at poor to average and poor category levels.

Based on the data in post-test, it can be drawn a final arrangement that the students' speaking ability increased after using a group of retelling story. In other word, the group story retelling is effective in developing the students' speaking ability of the second year students of SMP Babussalam Pekanbaru.

## CONCLUSION

Based on the data analysis in chapter IV, the writer draws conclusions as in following:

- 1) The average level of the students' speaking ability in pre-test is 58.36.
- 2) The average level of the students' speaking ability in post-test is 74.40. The increasing score from pre-test to post-test is 16.04 or 27.48 %.
- 3) The average point of students' speaking ability in each observation are: at meeting 1 and meeting 2 is 94,12 % and at meeting 3 and meeting 4 is 100 %. The average point of the students' speaking ability in observations is 97.06%.
- 4) While the school minimum criteria is 73. It means that the point in post-test is higher than the criteria. Because of that, the writer decided to use first cycle only.

In conclusion, The use of group story retelling is more effective in developing the speaking ability of the second year students of SMP Babussalam Pekanbaru.

After doing the action of the research, the writer had some strengths of **Group Retelling Story** in teaching speaking, the strengths are: Students were interested in doing the lesson and Story retelling increased the students speaking ability in the fifth aspects: pronunciation, grammar, vocabulary, fluency, and comprehension.

In this research, the writer didn't see the difficultness of the students speaking ability. The point is the students keep in practicing of their speaking

## **SUGGESTION**

Related to the result of this research, here the writer presents some suggestions as follows: First, It is much better for English teachers to use group story retelling strategy in teaching story telling. Second. The teacher should give chance to the students to express their mind in English. Third, The teacher should know the appropriate method that should be use in the class. Finally, The students need more practice in speaking English.

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