Improving Students' Speaking Skill By Retelling Technique Using Video (An Experimental Study at the Second Grade Students of MTsN Kuta Baro Aceh Besar)

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Abstract

This study aims at examining whether or not the use of retelling technique using video can improve students' performance in English speaking. The researcher focuses on the application of retelling technique using video in teaching speaking. The type of text that is taught is narrative text in the form of simple monologue. The study was conducted in Islamic Junior High School (MTsN) Kuta Baro Aceh Besar. Quantitative approach with pre-experimental type of one group pre-test post-test design was used. The data was obtained by giving a set of tests in the form of oral test. The students were asked to retell the story that they had watched. Data were analyzed by using speaking criteria proposed by Brown (2004). In addition, statistical analysis used to analyze the data. From the results of the study, it reveals the average score of the students on the pretest is 26.8, while on the posttest is 55.2. Moreover, the researcher found that the t-score in this research is higher than the score of t-table (ts = 4.856 > tt = 2.080). It shows that there is a significant improvement on students' speaking skill after the implementation of retelling technique using video. It means that retelling technique using video can be one of the alternative techniques used by the teacher in teaching speaking.

Key Words : Speaking Skill, Retelling Technique, Video

1. INTRODUCTION

As one of productive skills, the mastery of speaking is deemed become the main priority in learning and teaching of English because speaking skill is important since the success is measured one's ability to carry out a conversation in a language (Nunan, 1991). This means a student is successfully considered in L2 learning if he/she is proficient in English conversation. However, being a proficient learner in doing conversation is not an easy matter. In terms of this, many EFL leaners encounter several problems in learning speaking. Regarding this, Heriansyah (2012, p. 37) states that for most foreign language learners, speaking in target language is

not an easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantics rules. It is supported by Richards and Renandya (2002, p. 204) said that effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures, expressions, and body language are required in conveying messages directly without any accompanying speech. It means that in order to have an effective oral communication, the speaker should have the knowledge about producing the linguistically correct utterance and pragmatically appropriate utterance.

Based on the researcher's experience when she taught English at the second grade students of MTsN Kuta Baro Aceh Besar, it found that most of the students still faced some problems in speaking. The first problem is the students were afraid of making mistake while speaking. Second problem is the students were difficult to express their ideas while speaking due to the limitation of vocabulary. The students also got a problem in using the grammar correctly. The other problem faced by the students is they felt difficult in pronouncing the words with proper pronunciation. Those problems above were encountered when the researcher did her internship at that school.

In relation to the problems that students faced in speaking, the researcher conducted a preliminary study in order to know the students' speaking skill. She gave a test in the form of oral test to the second grade students of MTsN Kuta Baro Aceh Besar. The result of the test showed that the ability of second grade students on each aspect of speaking was still low.

Relating to the problems of speaking that faced by the students and the result of the test in preliminary study, the researcher tries to find a variety of language teaching methods and techniques that can be used in improving students' speaking. One of the techniques that can be implemented in teaching speaking is retelling technique using video. The idea of using this technique is based on some following statements of experts. Koskinen et al. (1988, p. 892) explicated that retelling is a useful teaching technique to encourage students in communication, and improves an oral language comprehension. Other experts, Yussen & Ozcan (1996) as quoted in Paris (2007, p. 4) oral retelling of text information that students hear, view, or read can assess students' understanding of main idea, sequence of events, and narrative elements such as character, setting, and plot.

Based on the explanations above, the researcher is interested to conduct a research on applying retelling technique using video in improving students' speaking skill for the second grade students of MTsN Kuta Baro Aceh Besar.

2. LITERATURE REVIEW
2.1 Definition of Speaking
According to Brown (2004, p. 140) speaking is a productive skill that can be directly and empirically observed and those observations are colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reality and validity of oral production. It means that speaking is an active and creative activity of producing utterance in the oral form and speaking competence cannot be separated with listening competence. As stated by Cameron (2001), speaking is the active use of language to express meaning so that other

people can make sense of them. A speaker needs to find appropriate words and grammatically correct to convey meaning accurately.

Hybel et.al. (2001, p. 6) state that speaking is any process in which people share information, ideas and feeling. It is not only involved spoken and written words but also body language, personal mannerism, and style of anything that add meaning to message. So, through speaking someone can freely express their thoughts, feelings and opinions.

2.2   Types of Speaking

There are six types of classroom speaking performance by Brown (2007). First is Imitation. This type of speaking performance is the ability to imitate a word, phrase, or sentence. It is performed not for the purpose of having a meaningful interaction, but it is focusing on the elements, especially some of the pattern language. Second is intensive. This type of speaking includes any speaking performance that is designed to perform some of the sounds and grammar of the language. Intensive speaking also can be self-initiated or it can be a part of any pair work activities that students are going over some form of language. Third one is responsive. Responsive is the third type of speaking performance that is a good deal of student speech in the classroom.

The fourth is transactional. The purpose of transactional type is for conveying or exchanging specific information, this is an extended form of responsive language. The fifth is Interpersonal (dialogue). The purpose of this type of speaking is to maintain social relationships than for the transmission of facts and information by carry out more conversation in the classroom. And the sixth is extensive (monologue). Students at intermediate to advanced levels are called on to give extended monologues include speeches, oral presentations, and story-telling. Here language style is frequently more deliberative and formal for extensive task.

2.3   Aspects of Speaking

There are five aspects of speaking skills that evaluated in English as stated by Wipf (1982, p.27) cited in Fitriani (2014). First aspect is grammar. Students need to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Second is vocabulary. Vocabulary is one of the language aspects which is very important in any language learning including speaking. Therefore, to be able to communicate as clearly as possible in a target language, the students have to master a lot of vocabulary.

The third is pronunciation. Pronunciation is very important to successful spoken communication, without any good pronunciation, it will be difficult for the listener to understand and get the point of what the speaker says. The fourth is comprehension. Comprehension is understood between speaker and listener that communicate in the same language as the base of communication. And the fith is fluency. The greater fluency is achieved when learners process pronunciation and grammar automatically, thus allowing more intentional resources to be used for processing the higher level of communication, such as meaning, appropriateness, and other sociolinguistic concern. The main goal of teaching speaking is oral fluency.

2.4   Retelling Technique

Retelling is reading or listening activity that learners remember from reading or listening and retell what they recognize both through speaking or writing **(**Morrow, 1989, p. 40). This technique is one of the appropriate ways to improve student's speaking skill especially to encourage students to speak in front of public. It is a tool for developing student's anxiety in speaking (cited in Morrow, 1996, p.267).

Koskinen et al. (1988, p. 892) explained that retelling is a beneficial teaching technique to encourage students in communication, and improves an oral language comprehension. It provides the readers to separate between the point of ideas and supporting details and retelling supports students to understand the text's meaning. It promotes the students to learn about the story's elements such as plot, setting, and characters.

2.5   Types of Retelling

There are two types of retelling, they are oral and written retelling. In oral retelling, students are not limited by their writing abilities. They can use vocabulary that is likely most accessible to them. Written retelling allows the student to reflect more deeply than with oral retelling. Student can revise and expand their responses in written retelling (Reutzel and Cooter, 2007 as quoted in Burton 2008, p. 18).

Retelling may be oral or written, but oral retelling allows the student to focus on the story rather than the writing. Emergent and clearly readers should be expected to retell a story orally, written retelling may be used with more advanced readers. Observing an oral retelling enables the teacher to observe the student's behavior during retelling and to provide any necessary prompting. It is important to teach the students how to retell a story and what will be expected of their retelling.

2.6   Teaching Procedures by Using Retelling Technique

There are three steps of teaching by using retelling technique adapted from Morrow et. al. (1986), they are:
1. Pre retelling

Teacher begins the class with an introduction to the lesson objective and the contents that students must study each lesson and students try to think about retelling. Teachers should familiarize students with retelling introduction, how to focus on the main idea and how to support students. Then, teacher asks the students to watch a simple monologue narrative video and also ask them to think about the story they watch.
2. Guideline retelling or while retelling

Students will learn story structures which consisted of plot, point of view, setting, characteristic, and ending. Teachers also provide students with the questions for guideline. At last in guideline retelling, discussion (sharing ideas) is needed to supports the ability of retelling by doing the previous and post discussion from stories.
3. After retelling or Post retelling:

Students retell the stories independently in class and teacher give feedback to the students after they finish retelling the story.

2.7   Narrative Text

Sudarwati & Grace (2007, p.154) "narrative text is a text that aims to incidence of complications or problems causing the crisis and in turn finding a solution to the problem. The story was based on life experience or a fictional essay. Moreover, Snowling & Charles (2005, p.251) state that narrative text are stories that involve a sequence of related events. Narratives are usually used to entertain people especially for children, but it is not totally used to entertain. As assumes by Wagner (2000, p. 8) the narratives evolved from oral storytelling and not full for entertainment. It is still used in some cultures to pass on customs and knowledge, to move readers emotionally, to persuade readers to accept a certain view of the world, and to teach moral.

There are three parts of text organization or generic structure of narrative text (Sudarwati & Grace, 2007):
1. Orientation (introduction): the characters (who), setting (where), and time (when) of the story are introduced.
2. Complication: a problem arises and may be followed by other problems. Complication is usually consists of a situation the character is trying to resolve.
3. Resolution: the complication of the characters resolved and lead to ending of the story. The main characters have to act to resolve the situation in a believable way to ends the conflict.

2.8   Video

Video is a medium of communication which contains some information in the form of pictures, images, and actions. As stated by Cooper (1991, p. 11) video is a supercharged medium of communication and powerful vehicle of information. It is packed with messages, images, and ambiguity and those packages are potentially to be worked and reworked in the language learning classroom.

Currently, video is commonly used as a medium of teaching and learning process and it is very useful in improving students' motivation in learning process. Roger, Diane, & Steve (1995:75) proves that video has several advantages, among which it helps students to deliver the story.

3.   METHODS
3.1   Research Method

Methodology used in this study is experimental study with quantitative approach. According to Sugiyono (2010, p. 14), quantitative is a research method that is based on the philosophy of positivism that is used to examine the population or a particular sample, the technique is generally carried out at random, using a data collection instrument of research, quantitative data analysis or statistics in order to test the hypotheses that have been established. In relation to the design type of the experimental study, this research used pre experimental study of *one group pretest posttest design*. This research design involves pretest (O1), a treatment (X), and posttest (O2).

3.2   Population and Sample

Population is the whole objects of a research (Arikunto, 2002). The population in this research is the second grade students of MTsN Kuta Baro Aceh Besar. In this study, the random sampling method was used to select the sample

which assumes that each subject has an equal right to get the opportunities to be selected as the sample (Arikunto, 2006). Therefore, the sample of the study was class VIII5 which consists of 25 students.

The procedures of selecting the sample were carried out by two steps. First, the researcher wrote all the names of classes (VIII1, VIII2, VIII3, VIII4, and VIII5) on a small piece of paper and put them into a small box. Second, the researcher shook the box and took one piece of papers. The paper that was taken was the sample of the research.

3.3   Data Collection and Analysis

In collecting data for this study, the researcher used a set of oral test to collect the data. The data was collected from the pretest and posttest. The pretest was conducted before the treatments and the posttest was conducted after the treatments. At the pretest, the researcher asked the students to retell about "*Mouse deer and Crocodile*" story that they read. They have to retell it maximum three minutes individually. There were 25 students followed the test. The duration of pretest was 60 minutes. At the posttest, the students were asked to retell about the "Takatuliang, the Woodcarver" story that they have read. There were 25 students followed the test. The duration of posttest was 60 minutes. To analyze the collected data, the score of pretest and posttest are tabulated and analyzed by using some statistical formula which consists of range, the amount of class interval, the length of class interval, mean, and t-test.

4.   FINDINGS AND DISCUSSION
### 4.1   The Result of students' Pretest and Posttest Score

After assessing and calculating the result of students' speaking in pretest, it showed the result of students' pretest score.
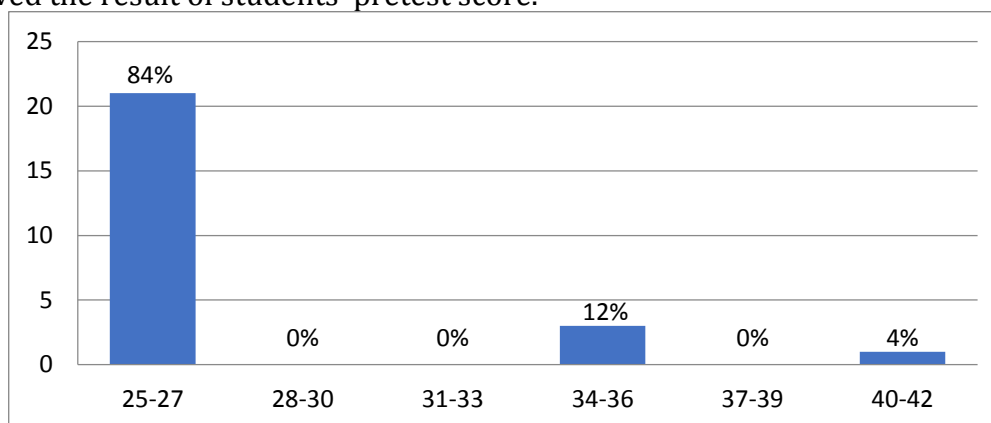
Figure 4.1 Score of Student's Pretest

Figure above shows the students' pretest score before the treatment was given. It can be seen that the highest score is in the range (40-42) which was achieved by 1 student (4%), while the lowest score is in the range (25-27) which obtained by almost all of the students, exactly 21 students (84%). From those results of score, it could be seen that from 25 students who followed the test, there was none of the students achieved the passing grade (KKM) of English subject required by the school, which is 70. Therefore, it could be assumed that the students' speaking skill in MTsN Kuta Baro was low.

The following is the result of students' speaking in posttest after the researcher gave several treatments.
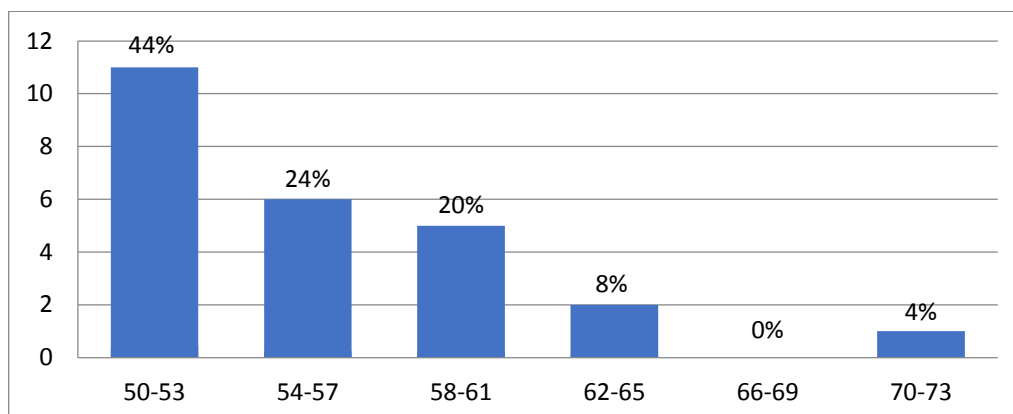
Figure 4.2 Score of Student's Posttest

The figure above illustrates the students' posttest score after the treatment was applied. From the table, it can be seen that only one student (4%) got the score in range (70-73) which was the highest score in posttest. Meanwhile, the lowest range score of posttest (50-53) was achieved by 11 students (44%). It can be assumed that the students' posttest score was higher than the pretest score. There was one student who passed the passing grade (KKM) in posttest by achieving score in range (70-73).

4.2   DISCUSSION

After analyzing the data by using some statistical formulae, the researcher found the difference learning outcomes of students' speaking skill before and after the treatments. Before the treatment is given by the researcher, the highest score obtained by the students is 40 and the lowest score is 25. Moreover, the average score of students on the pretest is 26.8. While, on the posttest the highest score of the students is 70 and the lowest score is 50. The average score of the students on posttest is 55.2.

If we compare the students' pretest to the students' posttest score, it appears obviously there is an improvement in terms of students' speaking performance. On the pretest the lowest score of the students is 25, while on the posttest the lowest score is 50. The students' score increase 25 points from the pretest to the posttest. Besides, the highest score of the students on the pretest is 40, while on the posttest the highest score is 70. It can be seen that the students' score on the pretest increase 30 points than that on the pretest. Moreover, the average score of the students on the pretest is 26.8 while on the posttest is 55.2. It increases 28.4 points from the pretest to the posttest.

From five aspects of speaking that the researcher assessed, the researcher found that the students' score increased in all aspects of speaking. The pronunciation and vocabulary aspects were the highest increasing aspects, while the lowest increasing aspect was fluency.

The students got better increase score on pronunciation because the students practice to pronounce the words after the teacher said that words. On vocabulary aspects, it increased because the students always ask about unfamiliar vocabulary and they will remember that words. In addition, the students got the lowest

achievement on fluency aspect because they did not know much about the English grammar use, so they could not arrange the utterance while retelling the story directly using the appropriate structure. They were afraid of making mistakes on the use of grammar while retelling the story. So, most of the students spent too much time thinking about it and consequently they could not speak fluently as they want to do.

Actually by applying retelling technique using video the students were taught to listen to the English utterance as much as possible by watching the video. So the students were familiar to the English utterance with the correct pronunciation as shown in the video. Then, the students asked to comprehend the story they have watched, the students try to think about the structural features about the story such setting, theme, plot and resolution as suggested by Morrow (1985). Here, the students were demanded to speak freely to express their feeling or ideas after watching a short story played by the teacher. At first the students should pay attention while watching the video. Finally, the students try to retell the story that they had been watched.

From previous study, retelling technique using video has a positive effect for students in improving students' speaking skill. They could speak freely by using their own word after watching the video. Video can improve the students' motivation in learning process. They were curious to know the next video. So it could be a motivation for students to enjoy their learning process.

In addition, this research that has been conducted by the researcher is strengthened by the research previous result, where retelling technique using video can improve students' speaking skill. Therefore, retelling technique using video was effective to be implemented in learning speaking.

5.   CONCLUSION AND SUGGESTIONS

Based on the results and discussion, it can be concluded that retelling technique by using video can improve students' speaking skill of the second grade students of MTsN Kuta Baro Aceh Besar. This is proved from the comparison between the result of students' pretest and posttest average score. it was found that mean score of post-test (55.2) is higher than that of the score of pre-test (26.8). Moreover, the researcher found that the t-test score of the students is 4.859 while the t-table is 2.080. It can be seen very clearly that the t-test (4.859) is higher than t-table (2.080). It proved that the alternative hypothesis (Ha) of this research was accepted and the null hypothesis was rejected. It means that retelling technique using video has given the significant improvement of students' speaking skill.

After conducting this research, the researcher suggests to the English teachers to use retelling technique using video in teaching speaking because this technique is one of an appropriate technique to improve students' speaking skill. The teacher is able to solve the problem that might be faced by the students in speaking skill by implementing this technique. First, the teacher should gain the students' interest in learning speaking by using an appropriate teaching media; in this case the researcher used video as media of teaching. Then, the researcher asked the students to speak freely by using their own word without any interruption to make the students feel confidence. The teacher also should help the students when they got difficulties while retelling the story. The teacher should be more active as a model in teaching and learning process to bring the students to the real situation while retelling the story.

For other researchers, the researcher suggests to conduct a similar study, but try to use this technique to different level of students and different types of genre.

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