# THE EFFECT OF USING RETELLING TECHNIQUE ON STUDENTS' SPEAKING SKILL AT SECOND SEMESTER OF STIE-SAK ACADEMIC YEAR 2021/2022

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## ABSTRACT

*The objective of this research is to know whether there was any correlation between students' speaking skill taught using retelling and taught by using conventional technique. The type of this research used experimental research. The quasi-experimental design which used here was nonequivalent control group Design. The designs include both experimental group and a control group, but subjects are not randomly assigned. In these designs, first, the experimental group and the control group were given a pretest, then after the treatment each of the groups were given a posttest. It was done with two classes which taught using retelling technique and another class taught using conventional strategy.In collecting the data, the data in this research was speaking test. Test was used to measure the ability of students. In this research the test was speaking test to see the comprehension of students in retelling in speaking. The population of the research was all of the second semester of STIE-SAK academic year 2021/2022. There were two classes at second semester of STIE-SAK on accountant major.In analyzing the data, the researcher calculated and analyzed all of data. From the data analysis, the result of test shows that there is a significant difference of the students' achievement taught using retelling rather than the students' achievement who was not taught using retelling. The mean of students' scores in experimental group is 73,36 and in the control group is 67,58. There was difference between two classes from t-test result than t-table, $t_{count}= 0,35 > t_{table}= 0.05$. It was also supported by the mean scores gained by the students. The students' mean score for the students who were taught using retelling were higher than the students' mean scores who were not taught using retelling, it was 73,36 for experiment class and 67,58 for control class. It means that the mean of the students score in experimental group is higher than in control group. The results of hypothesis testing also proved that the using of retelling technique is better than the using of conventional strategy in teaching speaking.*
*Keywords: Speaking, Speaking Skill, Retelling*

## INTRODUCTION

In speaking, it has an important role in delivering everyday speech in our daily communication. One is good at speaking if he is able to make someone understand his speech. Speaking is also an important part of language, and it is important to be mastered. It means that to master speaking, student have to speak. As a teacher, we have to give more activities for the students in the class to use the language by using various ways in teaching.

Speaking has an important role in delivering information or expressing ideas or opinion in our daily communication. For example, a communication when speaker tell a story to others, the speaker should have a good speaking skill because he/she has to make the listener understand his/her story. Furthermore, speaking cannot be learned without practice and practice it.

Based on the researcher's observation and experiences while teaching in the classroom at second semester of STIE-SAK, the researcher got the data, It was found that most of the students' speaking was low. The students failed to master speaking skill. From the data, it could be said that there were some problems faced by the students. First, the students could not speak well. Second, the students were shy to speak in the class, the students felt hard to retell or use their own language about a text. Third, they also had a limited vocabulary so they did not understand the instructions given by the teacher. Fourth, they had no self confidence. As a result, students did not like learning English lesson. To solve the problems, the researcher would conduct a research to know whether the use of retelling on speaking had significant effect or not.

From the problems above, based on the problems faced by the students at second semester of STIE-SAK, the researcher would limit the research on students' speaking skill by using retelling at second semester of STIE-SAK on accountant major. The researcher would focus on retelling routines activities.

One of the techniques in teaching speaking is retelling, According to Maryland (2003) retelling is brief statements of the main ideas in a text or passage, often produced while or after reading something. The ability to produce summaries is sometimes referred to as summary skills and is a focus of instruction in the teaching of reading". It is a strategy to help students decide how well he or she understood the text or to restate the text in their own words to check their understanding.

Based on Kissness and Emily (2006) statement, retelling is one of reading techniques that can be used for the reader in comprehending the text reading. Retelling the important key points is to retell of a reading text and to make shorter form. Retelling is a powerful technique for checking understanding. Unlike answering specific questions after reading, retelling requires reprocessing large segments of text thinking about the sequence of ideas/events and their importance. Retelling is a versatile tool for both the student and teacher:

1. For the student
   - it provides an opportunity to share what has been read
   - it provides practice in reviewing the story or body of information and retelling it in sequence
   - it also helps develop oral language skills
2. For the teacher
   - it is an important type of informal assessment
   - retelling can determine the degree of understanding a student had of a text

Munro, Jhon (2013) state the purposes of retelling are: (1) 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) 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.

Kissner, Emily (2006) add it may be most useful to study some of the important characteristics of a retelling. Although there are some issues still up for debate, most people agree on the following points:

1. A retelling should be shorter than the original text.
2. A retelling should include the main ideas of the text.
3. A retelling should reflect the structure and order of the original text.
4. A retelling should include important details.

Based on the statements above, retelling is also rewriting information in different words orally. However, a retelling includes important points only and its length is shorter than the original. In making a retelling, the speaker must use his/her own words and sentence structure, include the main points only, leave out details and examples, and not change the meaning of the original.

Furthermore, Brown (2004) explains that in speaking there are five indicators of speaking skill, the explanation of the indicators of speaking can be seen as follows:

1. Grammar is the use of grammar in speaking whether the speaker uses the correct grammatical or not.
2. Vocabulary is how the speaker uses the vocabulary or speaking vocabulary inadequate to express anything in their speaking.
3. Comprehension, it is the scope of his/her very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
4. Fluency is how the speaker handles their speaking with the clear description.
5. Pronunciation, it is about the speaker pronounces the second language and their accent in speaking whether it can be understood or not.

It can be said that the characteristics and indicators of speaking should be known by the speaker to make their speaking more easier to be understood. So the speaker should pay attention to the characteristics of speaking when speaking. It is not easy to be done by the teacher in the teaching and learning process so the teachers need to work more active in teaching speaking.


## RESEARCH METHODOLOGY

In order to know the effect of teaching speaking through retelling, the type of this research would use experimental research. The quasi-experimental design which used here was nonequivalent control group Design. The designs include both experimental group and a control group, but subjects are not randomly assigned. In these designs, first, the experimental group and the control group were given a pretest, then after the treatment each of the groups were given a posttest (Arikunto (2013). In conclusion, experimental was a research to improve the problems in the

teaching process. It was done with two classes which taught using retelling technique and another class taught using conventional technique.

Based on the researcher knowlegde, the two classes chosen (Class 2A1 and Class 2A2) were considered representative to be samples of this research. These two classes had the same English lecturer, and both classes were homogeny. The researcher used the following formula by Arikunto (2003):

$$S_X{}^2 = \sqrt{\frac{n.\sum X^2 - (\sum X)^2}{n(n-1)}} \qquad\qquad S_Y{}^2 = \sqrt{\frac{n.\sum Y^2 - (\sum Y)^2}{n(n-1)}}$$

$$F = \frac{S_{besar}}{S_{kecil}}$$

This testing was conducted by comparing the value of $F_{count}$ and $F_{table}$. If $F_{count}$ was smaller than $F_{table}$ (**$t_{count} \leq t_{table}$**), it was homogeny and if $F_{count}$ > **$F_{table}$**, it was not homogeny.

The instrumentations in this research were speaking test with scoring rubrics that was stated by Brown (2004). The students were given time to speak based on the topic then the researcher gave score based on the rubrics. The scoring indicators are: grammar, vocabulary, comprehension, fluency and pronunciation. After teaching the both class with the conventional technique and retelling technique, the researcher took the test and analyzed the data.

In this research, the technique of data collection was began by giving pretest for both group (experimental and control group) to find out the students' speaking skill. After did pretest for both groups, the teaching strategies were applied. In data analysis, the researcher would be helped by the lecturer of STIE-SAK to get the score of the students' test based on the scoring rubrics. Moreover, the statistical formula also would be used to analyze the students' pre-test and post-test score. This study would use t-test to see a significant different between two variables, the following formula was applied:

$$SD_1 = \frac{\sqrt{SS_1}}{(n_1-1)} \qquad\qquad SD_2 = \frac{\sqrt{SS_2}}{(n_2-2)}$$

$$SS_1 = \Sigma x_1^2 - \left(\frac{\Sigma x_1}{n_1}\right)^2 \qquad\qquad SS_2 = \Sigma x_2^2 - \left(\frac{\Sigma x_2}{n_2}\right)^2$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{n_1}\right]}}$$

| | |
|---|---|
| t | = the value of t-test |
| X1 | = the mean score of the first group |
| X2 | = the mean score of the second group |
| n1 | = the number of students in first group |
| n2 | = the number of students in the second group |
| SD1 | = standard deviation of first experimental group |
| SD2 | = standard deviation of the second control group |
| SS1 | = sum of square of experimental in the first group |
| SS2 | = sum of square of experimental in the second group |

**FINDINGS**

The data was obtained by giving pre-test and post test. For the pre-test and post-test were given to the control class and experiment class. The speaking test items in control class and experiment were to see the result of the score and to compare the effect of using retelling on the students' speaking skill at second semester of STIE-SAK academic year 2021/2022. The test was done to see the students' speaking skill on retelling. It was done twice for each class. The general scores of the students' test in both the experimental class and control group are divided into some sections: pretest and post test.

The pretest was done before the treatment held for both groups. Pretest was aimed to allow the researcher compare the two groups on several measures following randomization to determine and got information that allowed researchers to compare the participants who completed the posttest to those who did. The pretest was done for both groups (experiment group and control group). The test result of pre-test which was done to the experimental class and control class. The result of the pre test could be seen in the following:

Based on the score, it showed that the students' score of both classes were almost similiar. The total score for experiment class was 886 and the score for control class was 944 with the mean score of experiment was 31, 64 and the mean score of control class was 33, 72. From the both score, it can be seen that the lowest score was 0 and the highest score was 81 for experiment class and 80 score for class control.

In conclusion, from the data of the score of pre-test for experiment class and control class (two groups) were homogen and credible to be a sample of the research (see appendix 1).Let see the frequency distributions of the pre-test score of both class in the following table:

The Frequency Distributions of the Pre-test Score of Both Class

| Interval | Frequency | | Mean score | |
|---|---|---|---|---|
| | Experimental class | Control class | Experimental class | Control class |
| 80-100 | 1 | 1 | 3, 58 % | 3, 58 % |
| 70-79 | 3 | - | 10, 72 % | - |
| 60-69 | 1 | - | 3, 58 % | - |
| 50-59 | 3 | 4 | 10, 72 % | 14,29% |
| 0-49 | 20 | 23 | 71, 43 % | 82,15% |
| total | 28 | 28 | 100% | 100% |

The result of pretest also showed that in experimental group, there was 1 student got 80-100, and in control class there was also 1 student got 80-100. There were 3 students got 70-79 and no students got 70-79 in control class. There was 1 student got 60-69, and in control class, there was no students got 60-69. Then, in 50-59, both of the experimental and control class, there were 3 students and 4 students. Most of the students were on the last score, there were 20 students on the experimental class and 23 students on the control class. The data of the pre test for each class could be seen in the following:
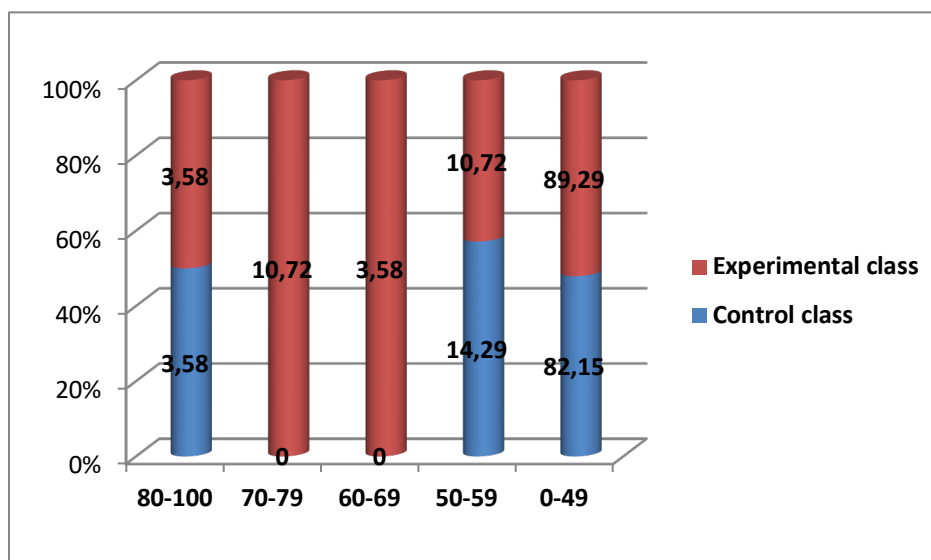
It could be concluded that both groups got difference 2,08% points of the mean score. The result of both classes showed that the students' speaking in experimental group and control group were almost similar before the treatment was conducted. So the researcher continued to the teaching process by teaching retelling for experimental class and conventional technique for control class. After did the teaching process. The researcher did the post-test to both classes.

The post test was done after the treatment held for both groups. Post test was done to allow the researcher compare the two groups in order to know the students' speaking skill after implemented teaching and learning process. The post test was also done for both groups (experiment group and control group). The result of the post test could be seen in the following:

Based on the score of the post test, it could be said that the students' score of both classes were different. The students who were taught by using retelling got better improvements while the students who were taught by using conventional strategy also had a little improvement. Let see the frequency distributions of the post score of both class in the following table:

**The frequency and mean score:**

| Interval | Frequency | | Mean score | |
|----------|-----------|---------|------------|---------|
| | Experimental class | Control class | Experimental class | Control class |
| 80-100 | 5 | 1 | 17,86% | 3,58% |
| 70-79 | 5 | 2 | 17,86% | 7,15% |
| 60-69 | 9 | 5 | 32,15% | 17,86% |
| 50-59 | 3 | 10 | 10,72% | 32,15% |
| 0-49 | 6 | 10 | 21,43% | 32,15% |
| total | 28 | 28 | 100% | 100% |

From the table of the frequency above, it could be said that in experimental group, there were 5 students got 80-100, and in control class there was only 1 student got 80-100. There were 5 students got 70-79 and 2

students got 70-79 in control class. Then, there were 9 students got 60-69, and in control class, there were 5 students got 60-69. Next, in 50-59, in experimental class, there were 3 students and in control class there were 10 students. AT last in 0-49, in experimental class, there were 6 students, and in control class, there were 10 students. The data of the post test for each class could be seen in the following:
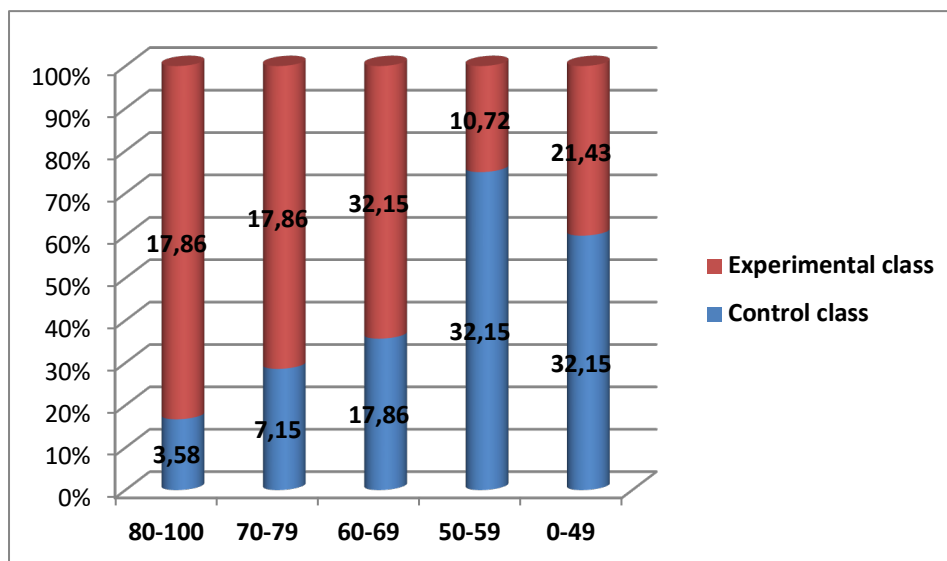


The result of both classes showed that the students' speaking skill in experimental group were increased after applied the technique using retelling. The score in experimental class who were taught by using retelling has improved better than students who were in control group. The data was clearly proved that by using retelling had good significant than students who were not taught by using retelling. The summary of the posttest could be seen in the table below:

**The Score and Mean Score for Both Class**

| Groups | Hihge st Score | Lowest Score | Sum | Mean |
|---|---|---|---|---|
| **Experiment** | 90 | 35 | 1635 | 58,40 |
| **Control** | 82 | 25 | 1283 | 45,83 |

Validity of the instrument is how a test can measure accurately what is intended to measure. It means that the validity of the test was done to measure the test was valid or not. Therefore, the test had been tried out first before giving to the sample of the research. After did the try out test, the researcher counted the validity of the test. After calculating the validity, it was found that the test had high correlation.

In this research, after giving the tryout, the researcher counted the result of the tryout test. From the data, it was found that the result of the try-out test was 0.89. It meant that the try-out test is valid and reliable and it could be used to measure the students' speaking skill on retelling. In detail, the writer describes the students' ability in comprehending descriptive text and the specific information. In the following is the result of the validity of the test:

$$r_{xy} = \frac{\sum xy}{\sqrt{\left[\sum x^2\right]\left[\sum y^2\right]}}$$

$$= \frac{38020}{\sqrt{[45676][39938]}}$$

$$= \frac{38020}{1824208088}$$

$$= \frac{38020}{1824208088}$$

$$= \frac{38020}{42710.7491}$$

**= 0, 89 (High)**

After calculating the data, it was found that the highest score of experimental class was 90, and the lowest score was 35. The total of student (n1) was 28 with mean score 58,40%. Then, the control class, the highest score was 82, the lowest score was 25, the total of students was 28 with the mean score 45,83.

After that, the data was analyzed to find the effect between experimental class and control class by using t-test formula. The use of t-test was to know the significant effect of using retelling at second semester of STIE-SAK academic year 2021/2022. From the data, it was found that $n_1 = 28$; $n_2 = 28$; $n = 56$; $k = 2$; $\sum X_1 = 1635$; $\sum X_1^2 = 111579$; $\sum X_2 = 1283$; $\sum X_2^2 = 71103$; $\sum X_t = 2918$; $\sum X_t^2 = 182582$. Then the researcher counted the t-test formula in order to see the significant effect between post test of experimental and control class. The data was analyzed as follows:

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$
$$= 111579 - \frac{1635^2}{28}$$
$$= 111579 - 95472,33$$
$$= 16106,67$$

$$SS_1 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_1}$$
$$= 71103 - \frac{1283^2}{28}$$
$$= 71103 - 58788,89$$
$$= 12314,11$$

$$SD_1 = \frac{\sqrt{SS_1}}{(n_1 - 1)}$$
$$= \frac{\sqrt{16106,67}}{(28-1)}$$
$$= \frac{126,92}{27}$$
$$= 4,71$$

$$SD_1 = \frac{\sqrt{SS_2}}{(n_1 - 1)}$$
$$= \frac{\sqrt{12314,11}}{(28-1)}$$
$$= \frac{110,97}{27}$$
$$= 4,11$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{58,40 - 45,83}{\sqrt{\left(\frac{16106,67 + 12314,11}{28 + 28 - 2}\right)\left(\frac{1}{28} + \frac{1}{28}\right)}} = \frac{12,57}{\sqrt{\left(\frac{28420,78}{54}\right)\left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$= \frac{12,57}{\sqrt{\frac{28420,78}{54}\left(\frac{2}{28}\right)}} = \frac{12,57}{\sqrt{(526,32)(0,07)}} = \frac{12,57}{\sqrt{36,84}} = \frac{12,57}{6,07} = 2,08$$

$df = n_1 + n_2 - 2 = 28 + 28 - 2 = 54$
$df = 54 = 1.60$

Due to condition above, it could be concluded that the $t_{count}$ was bigger than $t_{table}$. So the data could be seen in the following table:

**The Hypothesis Testing of the Research**

| Group | Total Sample | Standard Deviation | Mean | The Diffrence of Mean | Value | |
|---|---|---|---|---|---|---|
| | | | | | $t_{count}$ | $t_{table}$ |
| **Experiment** | 28 | 4,71 | 58,40 | 12,9 | 2,08 | 1.60 |
| **Control** | 28 | 4,11 | 45,83 | | | |

From the table above, it could be seen that $t_{count}$= 2,08 > $t_{table}$= 1.60 in the significant degree 0.05 with degree of fredoom (df) ($n_1$+$n_2$)-2 = 54. It means that  $H_1$ was accepted and $H_0$ was rejected. On the other words,  the students who were taught using retelling had higher improvements on speaking skill than those who were not taught using retelling at second semester of STIE-SAK academic year 2021/2022. Furthermore, the mean of students who were taught using retelling was also higher than the mean of students who were not taught using retelling, with the difference of mean retelling. The different mean for each other was 12,57 point.


**DISCUSSION**

The result of posttest in this research shows that there is a significant difference of the students' achievement taught using retelling rather than the students' achievement who was not taught using retelling. The mean of students' scores in experimental group is 58,40 and in the control group is 45,5. There was difference between two classes from t-test result than t-table, $t_{count}$= 2,08 > $t_{table}$= 1.60. It was also supported by the mean scores gained by the students. The students' mean score for the students who were taught using retelling were higher than the students' mean scores who were not taught using retelling, it was 58, 40 for experiment class and 45,83 for control class. It means that the mean of the students score in experimental group is higher than in control group. The results of hypothesis testing also proved that the using of retelling is better than the using of conventional strategy in teaching speaking.

The reason why the students who were taught using retelling had higher and significant result on speaking than those who are not taught using retelling is for the teaching using retelling namely; a) it gives an opportunity for the students to share what has been read; b) it provides practice for the students in reviewing the story or body of information and retelling it in sequence; and c) it also helps the students to develop their oral language skills (Kissner, E. 2006)

Furthermore, the researcher also found that using retelling, the interaction in teaching and learning process, for example: interaction teacher to students, students to teacher and students to the other students were performed effectively. Learning community, as one of the components in retelling, to recreate, as close as possible to the original, something that has been read (or heard, or viewed). It helps readers abstract the main ideas of a text. This is the knowledge that they add to what they already know. In the process of reading a text, it is retained in short term memory a retelling of what we have read earlier while processing a later portion of the text and cross-reference them.

According to Maryland (2003), retelling the important key points is to retell of a reading text and to make shorter form. Retelling is a powerful technique for checking understanding. Unlike answering specific questions after reading, retelling requires reprocessing large segments of text thinking about the sequence of ideas/events and their importance. It meant that using retelling in teaching and learning process especially in teaching speaking.

In conclusion, retelling makes the students are easy to make retelling from the text that they read. Students have to retell the text without changing the text or the meaning from the text so to get all of the information from the text, students has to read the text carefully and follows the process in retelling the text. The students could be more fun and enjoyful in learning English in the classroom because the students did not have to translate their speaking with the same story but they could design their speaking using their own language without change the real meaning of the story.

## CONCLUSION AND SUGGESTION

The result of data analysis show that the mean of students' scores in experimental group is 58,40 and in the control group is 45,83. There was difference between two classes from t-test result than t-table, $t_{count}$= 2,08 > $t_{table}$= 1.60. It means that the value of $t_{count}$ is bigger than the value of $t_{table}$. Therefore, the alternative hypothesis is accepted or it can be said that there is a significant influence of using retelling in teaching speaking at second semester of STIE-SAK academic year 2021/2022. The result of this research shows that using retelling in teaching speaking is more effective than using conventional strategy at second semester of STIE-SAK academic year 2021/2022.

Based on the finding of this research, the researcher proposes some suggestions. For the Teacher, the researcher suggests that English teachers should pay attention on making students involve in teaching learning process using retelling. For the students, the students are easy to understand the lesson given in the classroom. And for other researcher, the researcher suggested to study the students' problems in speaking and in other perspectives and other techniques.

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