

CHAPTER II

USING RETELLING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL

A. Retelling

1. The Nature of Retelling

Retelling helps teachers identify the level of students' comprehension of what they listen to or read. Retelling performances directly support the development of literacy by enriching the teaching of speaking. In addition retelling is a common way that many people use as part of their communication. Stoicovy (2004) in Noor Rachmawati (2010) says that retelling is a process of re-memorizing what have listened to and read. Further, Stoicovy state that in relation to language teaching, retelling technique can be used as a way to promote students' comprehension and understanding of discourse. While, Emily (2006) states retelling is an excellent bridge from social literacy activities into silent, individuals one. Retelling also helps teachers identify the level of students comprehension of what they listen or read.

One of the basic skills in English is speaking. Speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar and vocabulary. For the beginner, speaking exercise of retelling is difficult to try. Naturally, they feel confused on the rule, like: grammar, vocabulary, pronunciation, and

fluency. Some of students are afraid of be actives in speaking. This phenomenon makes many students have low scores in English. The lessons must be relaxed and comfortable. So, the students feel confident, they will not need to try hard to learn language.

Galtung Johan (1976:5) states retelling is a technique that involves reading either silently or loud and then retelling what has been read. Retelling has been used as a means of communication since earliest times. Many religions started with a person who told stories that conveyed values in a memorable and moving way, and which were also capable of being understood at many levels. The ancient art of storytelling is especially well-suited for student exploration. As a folk art, storytelling is accessible to all ages and abilities. No special equipment beyond the imagination and the power of listening and speaking is needed to create artistic images. As a learning tool, storytelling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner.

2. Procedure of Retelling Technique

Procedure is the important thing that researcher should know before apply a technique of teaching. Retelling requires students to retell the text that they have read. The implementation of retelling technique is explained as the followings by Galtung (1996:5):

- a. Having students in groups share a retelling of the text.
- b. Sequencing sentences, sequencing drawings, creating cartoons.
- c. Having students revisit the text to confirm or modify their retelling.

3. The Advantages of Retelling Technique

Retelling is suitable in language learning and social learning, because retelling technique viewed as effective technique and it has advantages. According to Reem Yahia M (2003:29) the advantages of retelling technique as follow:

Readers can develop concentration while reading or listening to a specific text because they already know that they will reconstruct or retell the text.

Retelling develops speaking sub strategies (retention of information embedded in the reading text, relating text to real life situations and expressing opinions). Otherwise, they cannot achieve comprehension which is basic for retelling.

Retelling develops mental abilities such as visualization which is necessary to support retelling.

Retelling is a meaning focus process which develops reader's habit of focusing on meaning.

Retelling supports reader's capacity to distinguish main ideas from the supporting ones.

As retelling requires the reader to reflect on the text, it develops analysis, concluding, judging, thinking skill or critical thinking skills. Retelling is a synthesis skill which encourages creativity.

Retelling requires the reader to retell the text in a systematic way, so it develops the organization ability.

Retelling enhances retention ability as a prominent part of retelling process. Retelling is an indirect means of developing language items (vocabulary -Grammar -spelling-pronunciation).

So, it can be concluded retelling technique give positive contribution for students. Through retelling technique students will be motivated in learning and make them easy to deliver what they have read. This technique is very useful to make the students more active, get easy in speaking and improve students' achievement in speaking.

4. The Disadvantages of Retelling Technique

Retelling technique also has the weakness. According to ReemYahia M (2003:31) the disadvantages of retelling technique includes the following:

- a. Retelling technique is only for certain subject.
- b. For passive students, they will imitate the answer from other friends although there are the disadvantages of this technique, teacher can minimize the disadvantages. The teacher can try out this technique to other subject. To make students become active, the teacher can ask the students to make sentence and retell their writing in front of the class.

Besides, in order to do not cheat each other, teacher can use individual assessment.

B. Speaking Skill

1. The Nature of Speaking

a. Definition of Speaking

Speaking is one of the language skills that plays an important role to make the communication runs well. Thornburry (2005) in Indramawan (2013) states speaking is a speech productions that becomes a part of our daily activities. The usage sense of speaking involves of the manipulation of either the phonological system or the grammatical system of the language or both. While, Mannusanun and Suksan (2012) says speaking is the active production skill and use of oral production. In addition, Harmer (2001:246) defines that speaking is a kind of productive skill, means that the students speak in lesson have a chance to rehearse language production in safety, experimenting with different genres and different experience in English that they will use on some future occasion away from the classroom. So, it can be concluded speaking is a process of delivering ideas, feelings, thoughts, and desires that presented on spoken form.

Efrizal (2012:127) Speaking is a kind of communication way which ideas and though a delivered as message orally. From the definition above, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sound of articulation in

order to make a conversations. Furthermore, according to Kavaliauskiene (2013:2), speaking involves interaction with other speakers, i.e. an understanding how to take turn and how others feel about the topic under consideration. Communication can help us to interacting with other people in around us, because we know that communication is one important thing in our life. To have a good communication in making a conversation with the other people, it is important for the people to have a speaking skill.

b. The Function of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction, but actually the general function of language is for communication in society, because the language in speaking is a tool to express what the people view and what the people wish to convey to the other people and also they can express their feeling and their opinion. It can conclude that speaking function as a means of communication by using language.

Brown and Yule (1983) made an expanded the function of speaking into three-part version framework the function of speaking, they are talk as interaction, talk as transaction, and talk as performance

1) Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish

to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3) And the third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

c. The Components of Speaking

In language teaching, the success of speaking skill may be examined by analyzing the series of lesson plan which can tell us the procedures of presentation, the elements of speaking skill.

A speaker should determine some aspects of speaking when they want to speak. Brown (2001:30) stated there are some aspects of speaking that the students could consider in speaking, they are pronunciation, grammar, fluency and vocabulary. The first aspect is pronunciation. Pronunciation refers to producing process of sounds that includes stress and intonation pattern. Good pronunciation can affect the delivering way of the language to the others.

The Second aspect is grammar. Grammar is one of the important language components in learning language. Communication can be easier to be understood when the speakers can use correct grammar during the conversations to the others. It can avoid misunderstanding in communication.

The third aspect is fluency. Fluency is the process of producing the language easily. The speakers can speak fast without pause in a long time. It also can make the listener easier to accept and understand about what the speaker say.

The last aspect is vocabulary. Vocabulary is one of important aspect in language learning. vocabulary can influence students' ability in language learning. Besides that, from the vocabulary the students can construct the sentence.

Based on the explanation above the researcher concludes that in teaching speaking as foreign language there are some important aspects, such as grammar, vocabulary, pronunciation and fluency. These factors are important for the students to communicate orally grammatically correct, using correct and suitable vocabulary, using correct pronunciation and fluent. So teacher needs to maintain the classroom activities to improve the students' speaking skills by teaching these speaking aspects.

d. The Importance of Speaking Skill

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition drill or memorization. Kayiin (2009) states Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition drill or memorization of dialogues. However, today it is required that the goal of teaching speaking should improve students' communicative skills, because with that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Teaching speaking is a very important part of second language learning. The ability to communicate in second language clearly and efficiently contributes to the success of the learners in school and success later in the phases of life.

Speaking is one of the important skills and perhaps the most difficult skills to be mastered by the learners. While, Brno (2007) states Speaking in a foreign language has often been viewed as the most demanding of the four skills. The learners define fluency as the ability to converse with others much more than the ability to read, write, or comprehend oral language.