

## IMPROVING STUDENTS' SPEAKING ABILITY THROUGH NEWS RETELLING

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### ABSTRACT

*This paper involves researching, Improving The Students' Speaking Through News Retelling. A Thesis. Language and Arts Faculty of State University of Makassar. The objective of the research was to find out whether the use of English News Retelling can improve students' speaking ability. The research applied a pre- experimental meyhod with one group pretest and posttest design. The pre-test was given to know to what extent the students speaking ability and post-test was given to identify the students achievement after treatment. The population of this research was the second year students os SMK Tamalatea Makassar and used purposive sampling technique. The variable of the research were the use of English News Retelling as the independent variable and the students speaking ability as dependent variable. The result of the data indicate that was significant difference between the mean score of pre-tset and the post-test of the students. The value of t-table (1.729) was higer than t-test (34.0) at level of significant (p)= 0.5 and the degree of freedom (df)= n-1 . it can be concluded that English New retelling can improve students speaking ability.*

**Keywords:** *speaking, news retelling*

### INTRODUCTION

In term of difficulty of speaking a second language, the students will not learn to speak fluently merely by hearing speech, although this is important in the familiarize them with the acceptable form of the code. The teacher needs to give the students ample opportunities to practice the speaking skill (River in Mbato, 1986: 160). As we know in Indonesia, English as foreign language become one of compulsory subjects in junior and senior high school up university. By knowing English, the learner can read English book easily. It will also help them to increase their knowledge for most of the books right now are written in English. Many students have learned English but they still cannot use it in oral production or they still cannot speak in that language well even though they know grammar. Therefore, the students should be given much opportunity to practice speaking. In this case they should be much involved in the classroom activity. Furthermore, if they are actively in the classroom, it will be motivated in learning and automatically the students speaking will improve in the most of the students still fail to use English as tool of communication.

To have good speaking skill as one of the goals of learning English. It may not be neglected while other language skills are developed. One of the most important aspect of speaking is that it always occurs within a context. When we are both using language to carry out various social function and choosing forms of language, which relate in relevant to the culture and social context. Although we may not think about it consciously, we attune our language and the meaning we wish to make to the context. To see how the language and the context word together we can look at some short examples of people using spoken language (Anne Burns, Helen Joyce:3)

Realizing such condition English teacher are demanded to be more creative, selective, and innovative in selecting and presenting materials, especially since speaking is considered as the most difficult skill to be mastered. The role of material in learning speaking is also needed. It is needed to create the successful communication and to motivate learner to speak. The key of speaking is the material which is decided by the speaker. By having material in teaching and learning process. We have made the students interact with the world of speaking in order to broaden their knowledge.

This research will show other material in teaching a foreign language as an alternative to give variation to the students in teaching and learning process. This material can be a form of technique that can create a comfortable atmosphere to interest the students in the class.

## METHOD

This type of research is the pre-experimental method. This research was conducted at Tamalatea Vocational School, Makassar City. The factor studied was the students' speaking ability by using news retelling. The research procedure consisted of pre-test, action and post-test.

## FINDING AND DISCUSSION

As a part of findings of this research, under this section, we briefly describe the kind of research method that may be beneficial in the research of teaching speaking. The pre-experimental method used in this research.

Many of researches have been reported to expose the identification of the students' speaking ability in learning English to make teaching process more successful :

The first example is Hanik (1998) in her research on improving the ability of the third year students of SLTP 2 Mandar by using conversation questions. She concluded that conversation questions can improve the speaking ability of the third year students of SLTP 2 Mandar.

The second example is Rosmawar (1999:43) reported that using pair activities in teaching English in a 2 language classroom can develop the students' speaking skill.

The third example is Tajuddin (1997), conducted a research on the ability to ask and answer simple questions in speaking English by second year students of SMP Nopen 4 Labbakkang Pangkep. He concluded that the second year students of SMP Nopen 1 Labbakkang Pangkep in academic year 2021/2022 have poor ability to ask and answer simple questions in English.

## FINDING

The pretest was administrated before giving treatment, whereas the posttest was administrated the treatment. The result of descriptive statistical analysis speaking ability as follow, accuracy, fluency and comprehensibility.

**Tabel 1**The rat percentage of the pretest and the posttest

Score	Category	Pretest		Posttest	
		F	%	F	%
9.6 – 10	Excellent	0	0	0	0
8.6 – 9.5	Very good	0	0	0	0
7.6 – 8.5	Good	0	0	4	10
6.6 – 7.5	Fairly good	6	20	6	20
5.6 - 6.5	Fair	7	40	5	35
3.6 – 5.5	Poor	7	40	5	35
0 – 3.5	Very poor	0	0	0	0
		20	100	20	100

The table 1 above indicated that the students' speaking pretest show that none of students classified very poor but there were 7 (40%) out of 20 students classified into poor score, 7 (40%) out of them classified into fair, 6 (20%) out of them classified into fairly good, none of them classified into good, none out of them classified into very good and excellent score.

The result of students posttest. None of 20 students classified very poor but 5(35%) out of them still classified poor, and 5 (35%) out of them classified fair, 6 (20%) out of them classified fairly good and there 4 (10%) out of them classifief into good, none out of them classified into very good score, none out of them classified into excellent score.

The result can be concluded that the students speaking ability was categorized as good.

The mean score of pretest and post-test

**Table 2** Mean Score of Pre-test and Post-test

<b>Pretest</b>	<b>5.6</b>
<b>Post-test</b>	<b>6.1</b>

Hypothesis test

**Table 3 t-test**

Variable	T- test	T-table
X-X <sup>2</sup>	34.0	1.729

Table 3 above shows that the value of T-test was greater than value of T-table ( $34.0 > 1.729$ ). It means that Null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted.

From the analysis above the reasearcher conducted that teaching speaking through English news retelling can improve students' speaking.

## DISCUSSION

The result above describe that the students speaking ability of the second ycar of SMK Tamalatea Makassar.

Before giving treatment, the students spcaking was categorizod poor It is proved ihat there were 7 (40742) out of 20 students classified into poor score, 7 (404) out of them classified into fair score, 6 (2096) out of them classified fairly good students, none of them ciassified very good and excellent score. After giving treatment threc times, the students achievement in speaking ability was categorizes good. The posttest showing none of 20 students classified very poor but 5 (3576) out of them still classified poor, and 5(35Y4) out of them still classified fair, 6 (20Y2) out of them still classified fairly good score, 4 (10Y2) out of them classified into good, and, none out of them ciassified into very good, none of them classified into excellent score. The mean score of the students posttest higher (6.1) than the mean score of pretest ( 5.6) . The alternative hypothesis saying that there is a significant improvement of students speaking after being taught by using news retelling. Its accepted the t-test value is (34.0) than the (able value (1.729) for the degres freedom df“ n-1 df (20-1719 for the level of significant (P) “ 0 05.

Based on discussion above it mcans ihat English news retelling are uscfil to betp students improve their speaking ability and it can be interesting siraicgy D teaching and learning process.

## CONCLUSION

There is significant difference between students pretest and posttest in speaking ability through news retelling especially students' the second grade or secretary class of SMK Tamalatea Makassar. It supported by the result of t-test which indicated the significant differences between the two vanable ( $6.1 > 5.6$ ) it means that posttest is higher than pretest.

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