The Effects of Teaching Media and Retelling Story Towards Students' Speaking Ability At Private Madrasah Aliyah In Bandar Lampung

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Abstract. *This research is conducted in private Madrasah Aliyah in Bandar Lampung and aimed to find the effect of using teaching media upon students' speaking ability. And to find out the effect of retelling story upon students' speaking ability, Furthermore to find out the interaction effects of using teaching media and retelling story upon students' skill in speaking ability. The research methodology used experiment. The sample is 56 students who are chosen randomly from private Madrasah Aliyah in Bandar Lampung, then divide the sample into two classes. The first class contain 28 students as experiment class, and the second class contain 28 students as class control. Data collection by teaching them about retelling story using audio visual media and then test their speaking ability. Data analysis is using descriptive statistics, normality test, homogeneity test, and two-way ANNOVA to test the hypothesis by using SPPS 20. Research result : 1) There is no significant effect of teaching media towards students' speaking ability. This is proved by the result of Fo= 0.001 with sig. 0.987 > 0.05, then the hypothesis (H1) is rejected 2) There is significant effect of retelling story towards students' speaking ability. This is proved by the result of Fo= 6.52 with sig. 0.000<0.05 3) There are no significant interaction effects of teaching media and retellinig story towards students' speaking ability. This is proved by the result of Fo =0.704 with sig. 0.648 > 0.05.*

Key words: *students' speaking ability; teaching media; retelling story*

A. INTRODUCTION

Language is a system of sound which is used by people to express their thought, idea and feeling. It means by using language, we can do social interaction,

communication and make relationship with others and without language. It's impossible to communicate with others. In communication, language has very important role to transfer some messages, ideas and thoughts. Communication is not only oral communication but also written communication.

English as a Foreign Language described situation where students were learning English in order to use it with any other English speaker in the world when the students might be tourist or business people (Harmer, 2007:19).

Nowadays, English has become more important in the world. It is used in the international communication. English is not only useful for the present but also for the future. It means, people are forced to be able to speak English in many field both social economic politic and cultural.

There are four skills that have to be mastered by students, they are listening, speaking, reading and writing. Speaking skill is an important skill of English that should be mastered by person that learns English.

Thornbury (2003:1) Speaking is oral communication. Speaking is the ability to use language to express their feeling, ideas, and opinion and for communication between speaker and listener. Speaking is so much a part of daily life that we take it from granted.

There are many activities or techniques that the teacher can use in order to encourage the students speak up in speaking class. One of them is Retelling Story. Retelling story can be used to improve students' speaking ability. Retelling Stories: A strategy for improving teenagers' comprehension, concept of story structure, and oral language complexity.

Dealing with statement, it is the responsibility of the English teachers to implement appropriate technique to help students in learning speaking. The technique itself should have positive effect for them to increase their speaking.

From some types texts which are taught in MA level, the writer choose Narrative Text for Retelling which has been applied in the research. There are some reasons why writer focuses on Narrative text.

1. Narrative text is one of the texts is taught in MA level;
2. Narrative text delivers some interesting stories so that make some students interested in reading them
3. Narrative text supposed to be the easiest text and very closed to Indonesia custom who like to the folks very much.

Moreover, retelling story give the opportunity the students to practice speaking.

Based on the background of problem above, the writer was interested solve the problems by implementating retelling stories. The writer would like to know whether the implementation of retelling story could increase the students' speaking ability. Therefore, the writer conducted a research entitles: The effects of teaching media and retelling story towards students' speaking ability at Private Madrasah Aliyah in Bandar Lampung.

Retelling are post reading or post listening recalls in which readers or listeners tell what they remember (Morrow, 1996). Retelling is a procedure that enables a child to play large role in reconstructing stories. Retelling Story, then, is post reading and post listening a story in which readers and listeners tell what they remember from what they have read or listened.

Searfoss and Readence (1994) state that story retelling is an appropriate assessment tool for use with ESL students. General inquiries provide more opportunities for children to express everything that they remember, which may be more than they are able to do when specipic questions are asked. Here, students are required to do most of the talking, consider what they have read, and formulated their thoughts to express a true understanding of what they have read.

Studies by Blank and Frank (1971), Zimiles and Kuhns (1976), and Morrow (1984, 1985, 1986) asked children to recall sections of a text or whole stories and examined the instructional benefits. Each study found a significant improvement in oral language complexity, story comprehension, and understanding of story structure.

H.C. Morisson (1943) states that " teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of later ". And Edmund Amidon (1967) said " teaching is an interactive process primarily involving classroom talk which take place between teacher and pupil and occur during certain definable activities".

Principles of Teaching

1) Share intellectual control with students.

Building a sense of shared ownership is an effective way of achieving high levels of student interest and engagement.

2) Look for occasions when students can work out part (or all) of the content or instructions.

Learning is almost always better if students work something out for themselves, rather than reading it or hearing it.

3) Provide opportunities for choice and independent decision-making.Students respond very positively to the freedom to make some decisions about what or how they will work.

4) Provide diverse range of ways of experiencing success.

Raising intellectual self-esteem is perhaps the most important aspect of working with low and moderately achieving students.

5) Promote talk which is exploratory, tentative and hypothetical.

This sort of talk fosters link-making and, as our research shows, commonly reflects high levels of intellectual engagement

6) Encourage students to learn from other students' questions and comments.

The students' conception that they can learn from other students ideas, comments and questions develops more slowly than the conception that discussion is real and useful work

7) Build a classroom environment that supports risk-taking.

We underestimated the very high levels of perceived risk that accompanies many aspects of quality learning for most students, even in classes where such learning is widespread

8) Use a wide variety of intellectually challenging teaching procedures.

There are at least two reasons for this, one is that teaching procedures that counter passive learning and promote quality learning require student energy and effort.

9) Use teaching procedures that are designed to promote specific aspects of quality learning.

One of the origins of PEEL was the belief that students could be taught how to learn, in part by devising a range of teaching procedures to variously tackle each of a list of poor learning tendencies.

10) Develop students' awareness of the big picture: how the various activities fit together and link to the big ideas.

Many, if not most students, do not perceive schooling to be related to learning key ideas and skills.

11) Regularly raise students' awareness of the nature of different aspects of quality learning.

it is very helpful to build a shared vocabulary and shared understandings by regular, short debriefing about some aspect of the learning that has just occurred.

12) Promote assessment as part of the learning process.

Building the perception that (most) assessment tasks are part of the learning process includes encouraging students learning from what they did and did not do well as well as having students taking some ownership of and responsibility for aspects of assessment.

In the other words, teaching is giving everything that students need no change what they cannot do to be skillful in doing it, make learners comprehend things they do not know before. Teaching is learning at once. When teaching, it means that teachers facilitate students to learn based on the strategy, method, style and technique the teachers provide to transform the whole information and skill need to reach by the students

B. METHODOLOGY

In this research, the writer used the experimental method That is the writer analyzed to what the writer heard, saw, tested, and recorded the student's speaking ability in presenting the material or the text to know the differences of the average rather of the students speaking ability.

The variable of the research consist of independent variable, students' speaking ability (Y) and two dependent variable, retelling story (X_1) and teaching media (X_2). The design of the research :

Table 1. The constellation interactive model between the variable

| Teaching Media / Retelling Story	Audio Visual (A1)	Conventional (A2)
LOW (B1)	(A1B1)	(A2B1)
HIGH (B2)	(A1B2)	(A2B2)
∑ Total	∑ A	∑ B

Note:
A1B1: Group of students with low retelling story taught using audio-visual media.
A1B2: Group of students with a high retelling story taught using audio-visual media.
A2B1: Group of students with low retelling story taught Conventionally.
A2B2: Group of students with a retelling story taught Conventionally.

Main Data Collecting Technique

To know the effect of audio-visual media and reletting sory towards students' speaking ability, the writer will use experimental method as follows:

a. Audiovisual Teaching Media

The author will use the audio-visual media in teaching learning process in experiment class. And the the control class will use conventional teching media.

Sample   **Media**   **Duration**

| Experiment Class | ⟹ | Audio Visual Media | ⟹ | 4x meeting |
| Controlling Class | ⟹ | Conventional Media | ⟹ | 4x meeting |
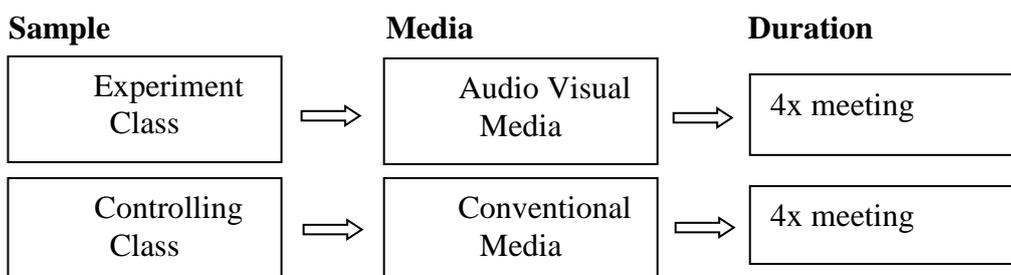
b. Retelling Story Test

To get the data of students' retelling story test, the writer ask the students to retell their own stories. In scoring students' retelling story, giving the score by measuring the content, fluency, language (pronunciation and intonation, grammar, vocabulary) and performance *(eye contact, facial expression, gesture)*

c. Speaking Ability Test

To get the data of students' speaking ability, the writer used oral test. In scoring students' speaking ability, the writer used the scoring system proposed by testing the grammar, vocabulary, comprehension, fluency and pronunciation Brown.

Research Variable

Independent Variable   **Dependent Variable**

1. Teaching Media (A) 2. Retelling Story (B)	Speaking Ability (Y)
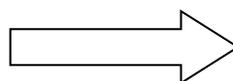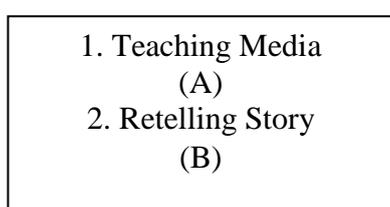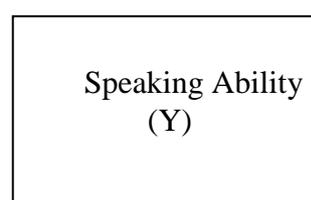
The Definition of each variable are :

1. Teaching media is conductor which deliver the message or information from the sender (teacher) to the beneficiary (student). In the learning process, it is defined as an object of media that deliver information or messages related to the learning process, or in other words an object of instructional media used by teachers in achieving the learning objectives.

2. Retelling are post reading or post listening recalls in which readers or listeners tell what they remember.

3. Speaking is the ability to use language to express their feeling, ideas, and opinion and for communication between speaker and listener.

Retelling Story Approach

As has been mentioned before, the writer was used Story Text in teaching speaking. According to Alan Mathews (1971), there are some general procedure in teaching speaking.

1. Language input

   This will often means the presentation and practice stage in the teaching of a language item, which is now to be practiced within a freer framework. It may also mean the pre-teaching of the vocabulary and/or other language considered useful for the context has been set.

2. Setting of context

   This should be done to help the students to appreciate fully the situation, in which they will retell the text.

3. Allocation of Performance

   The teacher should decide this, otherwise, if the vice is thrown open to volunteers, the extrovert students will always get best chance.

4. Statement of Aim(s)

   This is vital because it gives students a concrete result to aim for, in retelling the story and those provides motivation and presents the activity fizzing cut. It also provides a clean-cut result to discuss in the report phases.

5. Familiarization with the characters

   This can take form of reading the text or students' discussion.

6. Demonstration

   It is advisable to choose the best students to do this, as they can provide a good model.

7. Report work

   This will concern how the different groups reach their aim(s). Example, what decision each group made, etc..

8. Follow up

This can take two form, firtsly, written work based on the question of the text, perhaps set for homework, and secondly, remedial work based on mistaken noted by the teacher while monitoring the students' performance.

C. RESEARCH FINDINGS AND DISCUSSION

Identifying the Problem

To meisure the ability of students in Speaking, the researcher asked the studenst in MA Al-Asy'ariyah Bandar lampung to fill the questionnaire before the action was done. In this preliminary research, the researcher found some problems of speaking. They had many problems in speaking such as they were reluctant to communicate in English, they were rarely practicing. They were not motivated to practice this ability. They also feel bored with teaching learning process

After finding the problems faced by the students in English class, the researcher conducted the test. The test was conducted in two classes, using audio visual media in research class and using conventional methodn in control class. The test was done in control class in order to know the speaking ability of the students taught by the conventional method, and in the research class to meisure the ability of the students' speaking taught using audio visual media.

Implementing the Action Research

Table 1. The differences between control class and experimental class

Data sources	Control Class	Experimental Class
Observations Interviews	Teaching Learning Process The students were more enthusiastic in expessing their ideas but still shy and afraid to speak in front of the classroom. Most students could arrange the story that they would to retell.	Teaching Learning Process The students were more curious about the material that would be taught by the teacher so they were more enthusiast in learning english. The students were easier to remember the story that they

	Some students still made noise and unfocused when they were asked to arrange the story that they would like to retell.	wanted to retell using audio visual media. Some students spontantenous made noise during the teaching learning process The students wanted more interested material in teaching learning process using audio visual media
	Speaking Skill The students could retell a story eventhough still reluctant. The students' pronunciation and vocabulary improved The students still difficult to speak properly especially for grammar. Many of students' speaking abillty improved after implementing the research. The students were still careless about grammar. The students were still lack of vocabulary, also in the past terms of irregular verbs.	Speaking Skill The students could retell a story also. The students' pronunciation and vocabulary improved The students still difficult to speak properly especially for grammar. Many of students' speaking abillty improved after implementing the research. The students were still careless about grammar. The students were still lack of vocabulary, also in the past terms of irregular verbs.
Test	The mean score of the control class: 68.11	The mean score of the experimental class: 66.89

The problems would be solved:
· The students' difficulties in grammar.
· The students' difficulties in organizing the story.
· The student's difficulties in pronunciation.
- The student's difficulties in constructing past sentences.
· The low vocabulary mastery

The weaknesses which still happened:
- The students were still careless about grammar.
- The students were still lack of vocabulary

The Result of the Research

Retelling Story	Teaching Media		Total
	Audio Visual (A1)	Conventional (A2)	
Low (B1)	N=14 X = 66.00 S = 4.08	N = 14 X = 64.71 S = 3.15	N= 28 X = 63.21 S = 2.97
High (B2)	N = 14 X = 70.21 S = 4.26	N = 14 X = 69.07 S = 3.50	N = 28 X = 69.64 S = 3.87
∑ Total	N = 28 X = 68.11 S =4.62	N = 28 X = 66.89 S = 3.95	N = 56 X = 67.50 S = 4.30

Notes :
   A1B1 : Group of students with low retelling story
               taught using audio-visual media
   A1B2 : Group of students with a high retelling story
               taught using audio-visual media
   A2B1 : Group of students with low retelling story
               taught conventionally
      A2B2 :Group of students with a high retelling story
               taught conventionally

According to the result of hypothesis test, the researcher can analyzed as follows
   :

1. There is no significant effect of teaching media towards speaking ability, both
   of which use audio-visual media as well as using conventional media. This
   was indicated by the difference in the mean value of speaking ability among
   students who were taught using audio-visual media and conventional media.
   Previous hypothesis test results also showed a significant effect ofteaching
   mediatowards speaking ability.

2. There is a significant effect of retelling story towards speaking ability, good student show a velow retelling story and who have a highretelling story. This was indicated by the difference in the mean values of the results of the test retelling story. Previous hypothesis test results also showed a significant relationship between retelling story towards speaking ability.

3. There are no significant interaction effects of teaching media and retelling story towards students' speaking ability. It is convinced by the value of the hypothesis test results are indicated by the ANOVA table that the two variables of instructional media and vocabulary together did not significantly affect students' speaking ability.

Discussion

Overall, There are no significant interaction effects of teaching media and retelling story towards students' speaking ability, the result of the research showed that there was no singnificant improvements. The findings of the results show the positive improvements but wasn't significant in students' speaking ability by implementing audio visual teaching media in experimental class. By using audio visual media, teachers could teach speaking easier and effective, but the improvement toward conventional method was not significant. To improve the ability in speaking students should practice more in speaking, make them enthusiast, curious and brave to express or speak their expession in english.

Furthermore, the teacher could use teaching media especially teaching using audio visual media in order to make the teacher easier in teaching learning process, but the importnant things is how to make the students enthusiastic in practicing speaking.

D. CONCLUSION, IMPLICATION, AND SUGGESTION

Conclusion

Based on the objective of the research and the data analysis, the writer is able to make conclusion as follows :

1. There is no significant effect of teaching media towards students' speaking ability. This is proved by the result of $F_o= 0.001$ with sig. $0.987 > 0.05$, then the hypothesis (H1) is rejected. This was more reassured again with different average value (mean) of the value of students' speaking ability who were taught using audio-visual media using conventional media.

2. There is significant effect of retelling story towards students' speaking ability. This is proved by the result of $F_o=$ 6.52 with sig. $0.000 < 0.05$, then the hypothesis (H1) is accepted. This was reassured again with different average value (mean) of the vocabulary of students who have either low or high vocabulary.

3. There are no significant interaction effects of teaching media and retellinig story towards students' speaking ability. This is proved by the result of $F_o =0.704$ with sig. $0.648 > 0.05$. We can conclude that there is no significant influence of using teaching media and retelling story toward students' speaking ability.

Implication

This study is expected to provide positive feedback to improve students speaking ability, to choose and implement the appropriate instructional media to improve the students' retelling story skills. Based on the results of this research, there are several implications as follows:

1. There are many ways which can be used by teacher to improve the result of speaking for students. One of its, is using retelling story . this research

proves retelling story has given positive influence towards the imrovement of students' speaking ability. Therefore, it is expected that the result of this research can inspires teacher to improve their taching process.

2. Students' speaking ability of MA AL-Asy'ariyah Bandar Lampung which were taught using audio visual media were almost same with the students which were taught conventional. Before testing the students' speaking ability, teachers determine topics and then give a description or picture to encourage student interest. Furthermore, teachers collaborate with students in discussing about the material. After that the teacher can motivate students in order to build the confidence of students to make a good speech.

3. There is a positive relationship between retelling story and students' speaking ability. The writer suggests that teachersshould make the students interested by choosing the interesting topic and instructional effectively, efficiently and pay attention to students' approachment and classroom management. Thus increasing students' retelling story, or at least be able to motivate students who have low retelling story to be able to increase their retelling story.

Suggestion

Based on the description above, the writer would like to give some suggestion that can be helpful to increase the quality of English instruction especially in MA in Bandar Lampung as follows:

1. For Teacher

Teachers are expected to maximize the learning process and determine the factors that may inhibit students' retelling stories in speaking. beside, teachers should provide various kinds of learning resources, and

encouraging student interest in the learning process, and eventually will be able to achieve the learning objectives effectively and efficiently.

2. For Students

In teaching and learning activity, students should be given a chance led by teacher to explore and show their ability which has the relationship with the material of teaching and learning, the support from their family and school, students can get the direct experience in learning English in daily life.

3. For other Researchers

It is suggested for other researchers to use many other media, method, and approaches in doing research. The media and method can be combined in experiment.

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