

CHAPTER V

DISCUSSION

This chapter discusses the results of the research. It tries to answer the problem statement that state in chapter one. The discussion is based on the finding and related theories. Here, the implementation of retelling technique to improve students' speaking skill at MTs.N Purwoasri and retelling technique can improve students' speaking skill at MTs.N Purwoasri.

A. Implementation of retelling technique to improve students' speaking ability at MTs.N Purwoasri

The first activity in implementing retelling technique was explaining the students what retelling story is. By giving understanding about retelling story it has opened their mind to know a bit of the retelling story theories. It done because the technique was a new for them. From this first activity, some of the students were not enthusiast because they thought it was very difficult for them. But the researcher gives the motivation and spirit to them to try and brave to speak English.

The activities happened in two cycles, where every cycle consists of two meetings. The discussion of each cycle will be discussed below:

1. Discussion Cycle 1

In the cycle one, the researcher applied the retelling technique to improve students' speaking skill. The steps of conducting this cycle were the researcher given an example by told the story used her own words, so the students listened to the researcher's story. Afterward, the researcher

gives a text consist of narrative story that has told by her to the students. The researcher reads the story and commands her students to follow what she has read in order to make the students familiar to the pronunciation of the words. After giving that text, the researcher repeated her story that she told before in her own words. Then, the researcher commands the students to ask her about the difficult words. It would make the students easy in understanding the story. The last the researcher command the students to retell the story in front of the class one by one.

There are two meetings in this cycle, and there was improvement of each meeting based on observation checklist result, interview result and scoring result. The result of the score was given in second meeting only the average score in first cycle was 68,8 or the percentage was 48% students were success and 52% students were not success yet.

From the interview result in cycle 1, the researcher found that many students felt difficult in speaking English because they have less confident and they have only little vocabularies to speak. The researcher always motivates the students to be brave and to read a lot to enrich their vocabularies.

2. Discussion Cycle 2

In the second cycle, the researcher and her collaborator got new ideas after reflecting in cycle 1. The researcher applied different strategies in implementing the retelling technique. It not only could improve students' speaking ability but it also increased their confident to speak English in

front of the class. The researcher and her collaborator agreed to divide the students in groups consist of 3 students and command them to discuss about a story that they have ever told. So, the students also divide the story become 3 parts which is every students got 1 part of the story. Afterward, the researcher commands them to come in front of the class in a group. Every group told a whole story part by part. By this strategy, the students could speak confidently.

In giving score for cycle 2, the researcher still give for individual although it was done in a group. The improvement from observation checklist result and scoring result was significant. It seem when in first cycle we found the average score of the students got 68,8 in cycle 1 and increased become 79 in cycle 2. And for the students who were successes in getting the score ≥ 75 we got 48% students in cycle 1, and 88% in cycle 2, it improves 40 %.

The score above has passed the criterions of success which is the researcher planned $\geq 75\%$ students got the score greater or equal to 75 of the range that lies from 0-100. And the second criterion of success that was passed is the students' involvement during the implementation of strategy in speaking activities categorized as good ($\geq 75\%$ students of the class or – students did the activity).

From the interview that the researcher got in cycle two, the students more enthusiast than before, they brave to speak in front of their

classmates because they did this in a group and also they more know how to retell the story. Besides, they learn a lot new vocabularies.

B. Implementation of retelling technique can improve students' speaking ability at MTs.N Purwoasri

Success or not in improving speaking skill for the students, especially for the students of junior school is seen from the observation and from the data that got from the teacher.

The teacher assumed that the implementation of retelling technique in cycle 2 is better than in cycle 1. When the researcher divided the students into group discussion to retell the story of the text in cycle 2, most of the students enthusiast following the class. It seem when they told the story changeable between the member of the group, they more confident and brave to speak and retell the story. More ever when the researcher brought them out of the class. They looked happy and comfort to show their ability in telling the story. Therefore, the researcher thought that is important to build the students' confident and happiness by making them in group.

Based on the research finding in chapter IV and the explanation of every cycle in discussion above, so that the researcher has enough evidence to say that retelling technique can improve students speaking ability of the ECC students of MTs.N Purwoasri Kabupaten Kediri.