**THE IMPLEMENTATION OF TEACHING SPEAKING RECOUNT TEXT USING BIOGRAPHIES TO EIGHTH GRADE STUDENTS**

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**Abstract**

This research was aimed to know the implementation of teaching speaking recount text using biographies, and to describe students responses in the implementation of teaching speaking recount text using biographies to eighth grade students. The researcher used descriptive qualitative design as the research design. The subject of this study are the English teacher and the eighth grade students. The researcher used field note observation and questionnaire to collect the data. In data analysis, the researcher identified use observation field note and gave questionnaire, after got the data reduce according to the statements of the problem, the researcher clasified data base on observation and questionnaire, in display, the researcher described the finding from observation and questionnaire and in conclusion, the researcher described the implementation and students responses about teaching speaking recount text using biographies. The first finding, in the implementation of teaching speaking recount text using biographies, teacher opened the lesson with greeted, the teacher explained about recount text, biography, asked students to memorize, and presented it. In the second finding, the students responses used of biographies in teaching speaking recount text was good, that showed that the students were interested because it was useful to their speaking. The researcher concluded that teaching speaking using biographies can be implemented in teaching learning process. And it showed that the students interested and agreed with the use of biography in teaching speaking recount text because it was useful to their speaking.

**Key words**: *Teaching speaking, Recount Text, Biographies*

**Abstrak**

Penelitian ini bertujuan untuk mengetahui implementasi pengajaran berbicara teks recount menggunakan biografi, dan untuk mendeskripsikan respon siswa terhadap pelaksanaan mengajar berbicara teks recount menggunakan biografi siswa kelas delapan. Peneliti menggunakan desain deskriptif kualitatif sebagai desain penelitian. Subyek penelitian ini adalah guru bahasa Inggris dan siswa kelas delapan. Peneliti menggunakan observasi catatan lapangan dan kuesioner untuk mengumpulkan data. Dalam analisis data, peneliti mengidentifikasi menggunakan observasi catatan lapangan dan memberikan kuesioner, setelah mendapat data yang berkurang sesuai dengan pernyataan masalah, peneliti mengklasifikasikan basis data pada observasi dan kuesioner, dalam tampilan peneliti menggambarkan temuan dari observasi dan kuesioner. dan dalam kesimpulan dijelaskan respon implement dan siswa tentang mengajar teks recount berbicara menggunakan biografi. Dalam pelaksanaan mengajar berbicara teks recount menggunakan biografi, guru membuka pelajaran dengan sambutan, guru menjelaskan tentang teks recount, biografi, meminta siswa untuk menghafal, dan menyajikannya. Tanggapan siswa menggunakan biografi dalam mengajar berbicara teks recount adalah baik, yang menunjukkan bahwa para siswa tertarik karena itu berguna untuk berbicara mereka. Peneliti menyimpulkan bahwa pengajaran berbicara menggunakan biografi dapat diimplementasikan dalam proses belajar mengajar. Dan itu menunjukkan bahwa para siswa tertarik dan setuju dengan penggunaan biografi dalam mengajar berbicara teks recount karena itu berguna untuk kemampuan berbicara mereka.

**Kata kunci:** *Mengajar berbicara, Teks Recount, Biografi*

**INTRODUCTION**

Speaking is a complex skill which involves an interaction between the speaker and the listener in an active process. Speaking as an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994). Speaking consists of producing systematic verbal utterances to convey meaning (Nunan, 1999). So, speaking is a productive skill that requires the speakers to produce words or sentences with particular meaning that can be received and comprehended by the listeners.

Recount text is one kind of English text genres which is learnt in eighth grade of Junior High School. Recount text is to retell events for the purpose of informing or entertaining (Gerot & Wignell, 1994). Thus, recount text is a kind of text that retell the story, events, or experiences which happed in the past which to informs and entertains the reader.

Biography deals with the life of an actual person in the past or at present with the intent of commemorating the subject and inspiring the reader by example (Tomlison & Brown, 2002). So, A biography is an account or detailed description about the life of a person, an account of the series of events making up a person’s life, life account or chronicles of a record or narrative description of past event.

Based on the explanation above, the researcher wants to conduct research under the title The Implementation of Teaching Speaking Recount Text Using Biographies to Eighth Grade Students. The purpose of the research is to know the implementation of teaching speaking recount text using biographies, and to describe students responses of the implementation teaching speaking recount text using biographies to eighth grade students.

**RESEARCH DESIGN**

This research was aimed to obtain the information concerning the implementation of teaching speaking recount text using biographies to eighth grade students. This research was considered as descriptive qualitative. (Creswell, 2014) stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Therefore, descriptive research was consider the most appropriate design to use in this study because the objective of the research was to described the class activity during the teaching learning of speaking biographies and to described the students’ response after studying by using biographies. The research was conduct by using observation research.

The subject of the study were the English teacher and the eighth grade students. The source of data in this research are collected by observing the teacher and the student activities in the classrom and give questionnaire to the students. The data of the study collected from the result how is implementation of teaching speaking recount text using biographies and how is students response of the implementation teaching speaking recount text using biographies.

Research instrument it’s means to collect the data. The researcher used two ways in this research. They were observation field note and questionnaire. Observation, In this research the researcher just look at and write what the teacher do when the activities of the use of biographies in teaching English speaking process from beginning until the end. Questionnaires, the questionnaire is used to find out the students responses toward the technique. By use questionnaire the researcher want to know more deeply how is the process of the use of biographies in teaching English speaking.

In data collection procedures, Observation used to get the data of the media of use biographies in teaching English speaking. The researcher come to the class to observe the students activities during the process of speaking to get how far the students implement their speaking. The researcher use questionnaire to know the students responses in use of biographies in teaching English speaking.

In data analysis, the researcher identify use observation field note and gave questionnaire, after got the data reduce according to the statements of the problem, the researcher clasify data base on observation and questionnaire, in display the researcher would describe the finding from observation and questionnaire and in conclusion described implement and students responses about teaching speaking recount text using biographies.

**FINDING**

**The Implementation of Teaching Speaking Recount Text Using Biographies to Eighth Grade Students**

The fist observation was held on July 25, 2018. For the first observation, the duration was 2x40 minutes. It began at 07.00 a.m and finished at 08.20 a.m. Before the class began, the teacher started the class with opening session, namely greeting. The teacher greeted the students and they gave good response to the teacher greeting. All of them answered it enthusiastically. It showed that they were interested in learning English at that time. After the teacher led to prayed together and to sing Indonesian National song. Then the teacher checked the students attendence list, the teacher asked the students to prepare themselves for the lesson.

The teacher gave brainstorming to the students related to the material which they were going to learn. The material was recount text, the teacher asked the students about several question related the material. After that the teacher explained about recount text, explained generic structure of recount text, and explained language features of recount text. The students were very active and enthusiactic, the students had their own opinion which the students wanted to share the opinion with others. Next, the teacher expalined about biograpy, the teacher asked about the names of presidents in Indonesia and the students was very active to mention the names of Indonesia presidents.

After the teacher gave copy of a biography of the first president in Indonesia, Soekarno. The students looked at the material and felt curious. The teacher read a biography of Soekarno in front of the class. The students listen carefully when the teacher read. After the teacher gave the students a change to ask some question related to material. Before the teacher divided the students into 4 groups. After that the teacher asked the students to discuss together, ask students read to understand and memorize it. While the students discuss, read and memorize it, the teacher walked around the class to control the class activity. The researcher just observed the students in doing the activity. Teacher asked the representative of each group to come forward in front of the class to speaking or retelling about biography of Soekarno. Ten minutes before the class ended, the teacher asked the students to discussed to gave conclusions from the material that has been taughth, while waiting for the bell rang. At the end of the lesson, the teacher asked to students whether they found the difficulties or not. There was no question from the students about the lesson today. The teacher gave them motivation and supporting to study more at their home. After that, the teacher ended the lesson.

The second observation was held on August 1, 2018. For the second observation, the duration was 2x40 minutes. It began at 07.00 a.m and finished at 08.20 a.m. This was the last observation done by the researcher to collected the data. The researcher already prepared the questionnaire to studentds, because the reseacher wanted to know the students’ responses. Before the class began, the teacher started the class with opening session, namely greeting. The teacher greeted the students and they gave good response to the teacher greeting. All of them answered it enthusiastically. It showed that they were interested in learning English at that time. After the teacher lead to prayed together and sang Indonesian National song. Then the teacher checked the students attendence list, the teacher asked the students to prepare themselves for the lesson. The activities in this section were always the same greeting in every meeting from the first until the second meeting.

In this observation, the teacher always reviewed the material before teaching learning process. The teacher started by asking about the lesson last week, did they still remember or not about the material the last met. If the students did not remember. So, the teacher would explain again about what the meaning, purpouse, generic stucture and language features of recount text until the students understood. The teacher tried to give motivation to the students in teaching learning process related the material and continued the material last week. the teacher asked about the names of the seventh presidents in Indonesia and the students was very active to answered the names of the seventh presidents in Indonesia “Jokowi”.

After the teacher gave copy of a biography of the seventh president in Indonesia, Jokowi. The students looked at the material and felt curious. The teacher read a biography of Jokowi in front of the class. The students listen carefully when the teacher read. After the teacher gave the students a change to ask some question related to material. Before the teacher divided the students into 4 groups. After that the teacher asked the students to discuss together, ask students read to understand and memorize it. While the students discuss, read and memorize it, the teacher walked around the class to control the class activity. The researcher just observed the students in doing the activity. The teacher asked the students come forward in front of the class to practice speaking or retelling about biography of Jokowi. Before the class ended, the teacher asked the students to discussed to gave conclusions from the material that has been taughth, while waiting for the bell rang. After the teacher reviewed the material, the researcher asked the teacher ten mintes to got data from how was the students’ responses about the implementation of teaching speaking recount text using biograpies through questionnaire. With this media in speaking biographies in recount text could help them or not. After that, the teacher ended the lesson.

**The Students’ Response in The Implementation of Teaching Speaking Recount Text Using Biographies to Eighth Grade Students**

The Questionnaire was used to find out the students’ response toward the use of biographies in teaching speaking recount text. Beside it completed the researcher’s data. Every student was given ten questions with some possible answer based on their opinion and experience during the teaching learning process.

The researcher asked the students to choose an appropriate answer from the option provided in the questionnaire. Here, the result of questionnaire based on the observation.

**Table No. 1 The Result of Questionnaire**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number of Question | Total Students | Students' answer | | Percentage | |
| Yes | No | Yes | No |
| 1 | 33 | 30 | 3 | 91% | 9% |
| 2 | 33 | 27 | 6 | 82% | 18% |
| 3 | 33 | 28 | 5 | 85% | 15% |
| 4 | 33 | 26 | 7 | 79% | 21% |
| 5 | 33 | 27 | 6 | 82% | 18% |
| 6 | 33 | 26 | 7 | 79% | 21% |
| 7 | 33 | 0 | 33 | 0% | 100% |
| 8 | 33 | 25 | 8 | 76% | 24% |
| 9 | 33 | 24 | 9 | 73% | 27% |
| 10 | 33 | 24 | 9 | 73% | 27% |
| Total | 330 | 237 | 93 | 72% | 28% |

The researcher analyzed the questionnaire using percentage technique based on the data above. The formula could be seen as follow:

Based on the result of questionnaire above, the researcher concluded the data by using average for each result in the chart:

**Chart No. 1 The Result of Questionnaire**

Based on the result of qustionnaire, there are 72% of students answered “yes” and 28% of students answered “no”. So, most of the students agree with the implementation of biographies in teaching speaking recount text because it useful to improve their speaking, to motivate the students to speak and enjoyed teaching learning process.

**DISCUSSION**

Based on the result of observation above, the researcher could assume that the technique was implemented useful in teaching speaking recount text. For the teaching learning process implementation of teaching speaking recount text using biographies, the teacher always opened the lesson with greeted, prayed, sang Indonesia Raya and checked attendence list. In main activity, teacher explained about recount text, generic structure, and language features of recount text. The teacher expalined about biograpy and gave a copy of president biography. After that the teacher asked the students read to understand and memorize it. And then the teacher asked the students come forward in front of the class to speaking or retelling about biography. The teacher always lead and controlled the students’ speaking activity in the class during the beginning until the end. The students still often made some mistakes such as grammatical, intonation, and even found difficulty in understanding the meaning of some words but the good side was it could enrich their vocabulary.

Based on the questionnaire which had been given to know the students’ response in the implementation teaching speaking recount text using biographies. Most of the students were interested with speaking about biograpy . It could be seen 72 % that was like speaking about biography because they fell enjoy and understand, and 28 % of students was not like speaking about biography because they felt not understand. The researcher found out the students’ response to speak the biographies was good.

**CONCLUSION**

From the explanation before, the researcher took some conclusion to make the study clearly. The implementation of teaching speaking recount text using biographies has several steps : the teacher always opened the lesson with greeted, prayed together, sang Indonesia Raya and checked students’ attendence list. In main activity, the teacher explained about recount text, explained generic structure of recount text, and explained language features of recount text. The teacher expalined about biograpy, gave example and gave a copy of president biography. The teacher read a biography after that the teacher gave the students a change to ask some question related to material. The teacher asked the students to discuss together, then the teacher asked the students read to understand and memorize it. And then the teacher asked the students come forward in front of the class to speaking or retelling about biography. During the teaching learning process, the students were very enthusiastic in speaking biography. It can be conclude that teaching speaking using biographies can be implemented in teaching learning process.

After doing analysis the result of questionnaire. It was known that students’ responses is good. They had showed that they interested and agreed with the used of biography in teaching speaking recount text because it was useful to improve their speaking. The students paid more attention to the lesson, enjoyed, and felt enthusiastic. The students also did not felt bored because the students interested on it.

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