



IMPROVING STUDENT'S SPEAKING BY USING COCKTAIL PARTY TECHNIQUE IN TEACHING RECOUNT TEXT FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

This paper deals with the use of Cocktail Party Technique in teaching recount text for senior high school students. Cocktail Party Technique can be used by teachers in teaching recount text in order to help students improving their speaking for mastering the spoken form of recount text. This technique is used as the solution for teachers to solve students' problems in learning recount text. This technique encourages the students to speak in the classroom in order to improve their mastery in speaking of recount text. Cocktail Party Technique can be applied for senior high school students in Indonesia. In applying this technique, teacher needs approximately 70 minutes to take time required. It is appropriate to the grade X in senior high school which has 90 minutes for learning English language based on Indonesia Curriculum of 2013.

Key words: Teaching speaking, recount text, Cocktail Party Technique.

A. INTRODUCTION

Speaking is an oral communication for expressing ideas, feelings and thoughts among people. It is one of English skills that plays important role in English language learning. As Richards (1999) says "One of the main characteristics of the approach is language teaching begins with the spoken language". Based on that statement, it implies that speaking is an essential skill that should be mastered by learners in order to master the language. Speaking can affect someone's communication skill, for example when someone's makes an error in speaking, it can lead to misunderstanding while communicating with others. Yulianti (2018), states that people often measured the success of learning language by how well someone can communicate the language. So, when English learners can communicate using English it can imply their mastery of the language. Thus, speaking is very important for achieving the success of learning English language.

As a foreign language, English has four main skills that students need to learn in order to improve their English language capability. They are listening, reading, speaking and writing. Based on curriculum 2013, teachers are demanded to teach the four main skills of English language and speaking is one of them. In 2016,

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Jufri conducted some observations at schools in West Sumatera and in Teacher's Educating and Training Program (PLPG). Jufri states that the majority of English teachers still found problems in preparing speaking activities for their teaching. Thus making the teaching of speaking is not taught properly to the students as the teacher found some problems in preparing the activities to teach it.

Nowadays, the current applied curriculum in Indonesia is curriculum 2013. Based on curriculum 2013, teaching speaking at senior high school is based on kinds of texts and one of them is recount text. Knapp in Nugrahaini (2016) states that recount is a text that retells past events or experiences that happened in the past. By learning about recount text, students will be able to share their past experiences to others correctly. In teaching recount text, teacher should teach recount text both in written and spoken form to the students. It means that senior high school students are demanded to have the capability to master the recount text both in written and spoken form. In order to know how the recount text is taught to senior high school students, the writer observed and interviewed the teachers and students of SMAN 4 Payakumbuh on how they teach the recount text. In the beginning of the lesson, the teacher shows the students a video of recount text in the form of monologue and while the video is played, the students have to watch and listen carefully. After watching the video, teacher asked the students what they can find and understand from the video. Then, the teacher shows the students the monologue in form of text and asks the students to read the text. After the students read the text, teacher and students discussed the difficult words and the grammar that are found in the text. Then, teacher asked students to write one recount text based on their experience and they have to perform the text in front of the class.

This is the current teaching technique of recount text for senior high school students. From the observation and interview, it can be seen that speaking is not really taught to the students during the teaching and learning process while at the end of the lesson the teacher wants the students to be able to perform the text orally. The writer also found that the students were having difficulties in performing the text orally in front of the class. Students tend to avoid performing the text due to lack of practices, lack of confidence, feeling shy, nervous, and afraid of making mistakes. Teacher only focus on the grammar and vocabulary of the text that only help the students in writing the recount text. Thus, the writer did not find any implementation of speaking activity that actually can help in improving students' ability in speaking for performing the recount text orally.

Based on the observation and interview in SMAN 4 Payakumbuh, the writer found that there are some problems related to the teaching of recount text. These problems are the teacher main focus in teaching the recount text is the difficult vocabularies and the grammar of the text, the students are not able to perform the spoken form of recount text due to lack of practices, lack of confidence, feeling shy, nervous, and afraid of making mistakes, and the teaching technique that teacher used is only helping the students in writing the text while the students are also demanded to be able to master the spoken form of the text.

Regarding to the problem of teacher's teaching technique that is not really helping the students in mastering the spoken form of recount text; the writer

suggests finding a new technique that can help both teacher and students in teaching and learning the recount text not only in written but also in spoken form. The writer will recommend the cocktail party technique as the right solution for the teachers in teaching the recount text for improving students' speaking ability to perform the text orally. Bailey (2005) states that the cocktail party is the fastest way to make students start talking in the class and it is also a technique that can reduce the students' sitting routine while learning a language. The cocktail party technique can help the students in reducing their shyness, nervousness, fear of making mistakes and lack of confidence as the students interact with others and learning as a group. It can also help the teacher to engage the students to be more active and also in reducing boredom in teaching and learning activity. This technique can help students to speak up as well as increasing the students' confidence to share their stories with others.

B. REVIEW OF RELATED LITERATURE

1. Definitions of Speaking

There are several definitions that can explain speaking. Bailey (2005), states that speaking is a productive oral skill that involve the producing of verbal utterances in order to convey meanings. When someone tries to gives information to others, they will produce verbal utterances to make it easier for the talking opponent to receive the information. On the other hand, Torkey (2006: 34) defines speaking as "the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context". In other words, speaking is an activity where someone makes efforts to express organized ideas in order to give clear information.

Similarly, Chaney in Kayi (2006) states that speaking is using verbal and non verbal symbols in the process of building and sharing meanings for various situation. Speaking is an activity to produce, receive and process information in a variety of context in order to convey meanings in communication.

Bahardofar and Omidvar (2014: 9) defines speaking as " a crucial part of second language learning and teaching, it's an art of communications and one of 4 productive skills, that must mastered in learning foreign language. So, it can be said that speaking is the fundamental part in learning foreign language to make the learners able to communicate smoothly, clearly, confidently and fluently.

Based on the definition above, it can be conclude that speaking is the important part in learning English to make the learner able to communicate and express their ideas, smoothly, clearly, fluently and confidently.

2. Teaching Speaking Based on Curriculum 2013

Nowadays, the new and currently implemented curriculum is called curriculum 2013 (K-13). Based on curriculum 2013, English teachers are demanded to teach English language skills to the students and one of the skill is speaking. Speaking is taught to students based on genres or kinds of text that the students learn and the objective of teaching and learning is to make the students able to communicate based on the needed texts. For example, recount text is one of the texts that will be learned by the tenth grade students in senior high school.

One of the objectives in teaching this text is the students are able to retell their personal experiences both in written and spoken form. Students tell their experiences, activities and events that occurred in the past orally in the teaching and learning process. Furthermore, in order to be able to master the genres of the text in the spoken form, the English teachers should teach speaking to the students.

3. Recount Text

Recount text is one of text that should be learned by the students. According to Knapp and Watkins (2005), recount text is a sequential text that tells a series of events related to the past experiences. Recount text is written out to tell the past events for entertaining people with stories of past experiences. As Saragih et al (2014) mention that, “A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past”. Anderson and Anderson in Yusnita et al (2012), state that recount text is a text which list and describe past experiences in chronological order. Recount text is written to retell past experiences based on the order of which they are happened and it is used to inform or entertain the audience with the past experiences. Furthermore, Hyland (2003) states that recount text is a text that tells past experiences by retelling the events in the original sequences.

Knapp and Watkins (2005) mentions that there are three main generic structure of recount text which are orientation, sequence of events and resolutions. The orientation of recount text provides the information about the setting and the participants of the story. The sequence events are used to tell what happened in the story in the chronological order while the resolution is the closing of the stories. Anderson in Muflikhati (2013) also mentions the generic structures of recount text which are the orientation, event and reorientation. Orientation is the opening of the text that introduces the topic of the text and the background information about who, what, where and when. Event is a series of paragraphs that retell the story based on its chronological and the reorientation is basically the closing statements that contain the writer’s personal comments.

There are several language features that are used in recount text. Boardman in Saragih et al (2014) states that there are several language features usually found in the recount text. First, the use of nouns and pronouns to identify people, animals or things involved. Second, the recount texts use the past action verbs to refer the events. Third, the use of past tense to located events in relation to speaker’s or researcher’s time. Fourth, the recount texts use conjunctions and time connectives to sequence the event. Then, recount texts also use adverb and adverbial phrases to indicate the place and time and the use of adjectives to describe nouns.

Based on the explanation above, it can be conclude that recount text is a text that tells events of past experiences in a chronological order of which that they are happened for entertaining the audience.

4. General Concept of Cocktail Party Technique

a) Definition of Cocktail Party Technique

According to Bailey (2005), the cocktail party technique is a quick way to make the students talking to a new partner and also to reduce the sitting routine in

the classroom. In using the cocktail party technique, the teacher has to give a clear and simple explanation before doing the task in the classroom. Students will talk to different partners while mingling around the classroom. The students will get back to their seats after they finish the tasks.

Snow (2006), states that cocktail party is a kind of speaking practices where the students leave their seats to have conversation with different talking partners.

According to the explanation above, it can be conclude that cocktail party is a technique where the students need to partner up with their friend and then change their talking partner with someone new as if they were at social gathering.

There are several procedures that the teacher needs to consider before implementing the cocktail party technique in the classroom. The procedure will be explained as follows:

- a. Teacher should explain the rules of cocktail party to the students.
Rule 1: Students should talk to more than one person.
Rule 2: After talking to one person for a while, students should end their conversation and move to another person.
- b. Let the students know the topic that they will talk with the partner, the time they will use and also how many times they have to change partner.
- c. Make sure the students are engaged to the activity and then ask them to join in
- d. When the time is up or when the students do not show any enthusiasm to the activity, the teacher can call everyone to get back to their seats. After the students get back to their seats, the teacher can close the activity by asking few students about their conversation.

b) The Role of Teacher in Cocktail Party Technique

There are several roles that teacher has in implementing the cocktail party technique. The first one, before using the technique, the teacher has to explain the basic rules of the cocktail party technique to the students. Second, teacher has to teach the students a few lines to start a conversation. Third, teacher let the students know the topic that they will talk, the talking time and also how many partners they will talk to during the activity. Next, teacher has to make sure that the students are engaged to the activity and when the students are ready, teacher asks them to join the activity. Then, when the time is up, teacher calls all the students to go back to their seats. The last role is teacher has to close the activity by asking students about their discussion.

C. DISCUSSION

1. Teacher's Preparation

A professional teacher must have a good preparation before coming to the classroom. Preparation before entering the class is very important for teacher because a well prepared teacher will be able to run the teaching and learning process effectively and efficiently. Before teaching in the class, teacher needs to prepare a lesson plan that can be used as the guidance in teaching and also to help teacher to stay organized while teaching in the classroom (See Appendix 1). Then,

teacher also needs to understand the procedure of using the cocktail party technique before applying it in the teaching-learning process. There are also some media that the teacher needs to prepare in using cocktail party technique in teaching speaking of recount text. The media are projector, laptop, speaker, and book.

2. Teaching Procedures in the Classroom

a) Pre-teaching Activity

To begin the pre-teaching stage, first the teacher has to make sure that the students are ready to study; teacher can start the lesson by greeting the students. Teacher greets the students by using English to create the English environment in the classroom. After greeting the students, teacher checks the attendance list in order to know the condition of the class on that day. Next, before starting the new topic, the teacher previews the previous lesson in order to know whether the students still remember the previous lesson or not. Previewing the previous lesson can help students understand more about the lesson. After that, the teacher explains the new topic that the students are going to learn and its objectives in order to help the students figure out what they will be achieved after the lesson ends. Then, teacher gives brainstorming which activate the students' background knowledge about the topic of the lesson. Teacher uses picture and questions to help the students predict what kind of the text that they are going to learn. Teacher can show a picture of tourism place and tell her past experience on last holiday using the picture. Then, teacher asks several questions and through the questions, students' background knowledge about the topic can be activated. The time allocation for conducting the pre-teaching activities is 10 minutes.

b) Whilst-teaching Activities

Whilst-teaching activity is the main activity of the teaching procedure. Based on the curriculum 2013, whilst-teaching is divided into five stages; Observing, Questioning, Experimenting/ Collecting information, Associating, and Communicating.

1) Observing

Teacher shows the students a video of someone's past experience and then students will observe what happened in the video, what events or activities happened and who were involved in the video. Teacher gives students observation sheet in the form of true/ false questions and students will fill in the observation sheet after watching the video.

2) Questioning

Teacher shows the students an example of recount text that is already colored and divided with its generic structure which consists of orientation, events and re-orientation. Students may also ask questions related to the materials that they do not understand yet by asking directly to the teacher.

3) Experimenting / Collecting information

In this stage, students will collect some information about recount text. Students will be divided into several groups consist of five students. Then, teacher will distribute 5 examples of recount text to each group and asks the students to fill a chart related to the text (See appendix 3 and 4). Within the group, the students are asked to find information about the generic structures, social function

and language features of recount by observing the texts given by the teacher. Students can also use text books, or material given by the teacher and other sources to help them in doing this activity. This stage is called data collection stage where students collect as many as information about recount text. While doing this activity, the teacher will go around the class to check students' work. After searching some information from several sources, students should take a note on what information they get about recount text. Teacher should guide the students while doing the activity.

4) Associating

After collecting information about the generic structures, social function and language features of recount text, each student is asked to make an example of recount text based on their own experiences. This stage is called the data processing stage where the students process the information that has been obtained in data collection stage. After students finish creating their story, teacher asks the students to join the cocktail party activity.

5) Communicating

After students get back to their seats, teacher asks students to perform their story in front of the class. Then, teacher will pick the name of the students randomly by using the cards to decide which students will tell their story. Then, teacher and students discuss about the recount text based on the sources and the activity they have done. This stage is called communicating through verification and generalization.

c) Post-teaching Activities

In the post teaching activities, the teacher needs to conclude the lesson or asks the students to conclude the lesson. The students can ask the teacher questions if they still have uncertainty towards the topic. After that, teacher can close the lesson. The post-teaching activities will be lasted for 10 minutes.

D. CONCLUSION AND SUGGESTIONS

The cocktail party technique is a good technique that can help students in learning the recount text. This technique can overcome the students' problems in performing the spoken form of recount text such as lack of practices, lack of confidence, feeling shy, nervous and afraid of making mistakes. This technique can reduce the sitting routine in the classroom and also encourages the students to be active in the classroom.

Teaching recount text by using cocktail party technique is done through three stages: Pre-teaching, Whilst-teaching and Post-teaching. In the pre-teaching stage, teacher will preview the previous lesson in order to get the students' attention and also to make them engaged in teaching and learning process. The whilst-teaching, the teacher starts to introduce, deliver and practice the lesson. Here, the teacher will be helped by using the cocktail party technique. The last stage is the post-teaching. In this stage, the teacher asks students to conclude the lesson and solves student's uncertainty towards the teaching and learning process.

Based on the discussion above, the writer suggests English language teachers to use the cocktail party technique in teaching recount text at senior high school, because it helps students in learning the spoken form of recount text and it

can also help students in improving their speaking ability. Teachers also suggested creating an interesting and enjoyable activity before applying the cocktail party technique in the classroom, so that the students are interested in doing the activity. It is also suggested for teachers to make sure that all the students are involved and participated in the activity. The writer also suggests for the teachers to use the cocktail party technique in other kind of English texts.

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