



THE ROLE OF RECALL-RETRIEVAL PRACTICE IN IMPROVING STUDENTS' ENGLISH ELABORATING ANSWER

Rahmawati Fitriana, SektaLonir Oscarini Wati Bhakti, Ratna Wulaningrum, Fariyanti Fariyanti
Accounting Department, Politeknik Negeri Samarinda, Samarinda, Indonesia
Civil Engineering Department, Politeknik Negeri Samarinda, Samarinda, Indonesia
fitri@polnes.ac.id

Abstract. One of the media/technique used in assessing to the students is recall-retrieval practice which propose to give maximally answer by generating and elaborating of the question given. This study is to know whether recall-retrieval practice as media of assessing of the students progress will improve the students elaborating answer ability. The instruction of doing the exercises is consisted of two parts, First part, the students are asked to do the first group exercises which consisted of 1 to 5 questions and second part, the questions is taken from selected exercises on the module used. All the questions are rendered to the students by divided into several questions. The first group question is asked to reinforce the students' critical analysing before answering the question. Process of recalling which have been retrieved in both of group types question is also result significantly different. During exposure of the students by generating, elaborating, critical analysing, to those students whom get higher score is the students who have prior knowledge and English competence and was averagely very good. While the second questions is based on the questions found on the module used which make the students ease to have appropriate answer, so not much exposure increased. On the process of retrieval practice, recall, recognition, and relearning, is moderately increased, is 50-60%. Time consuming is one of the crucial factor to be

considered. Fifty students form accounting department are involved on this study, and by taking observation and questionnaire techniques of taking data. Learning outcome is expectedly to lead the students' exposure much and increase critical thinking skill and is also to be developed and increased in classroom setting in the term of recalling- retrieval practice.

Key words: recalling-retrieval practice process, elaborating answer ability, students 'critical analysing.

I. INTRODUCTION

In teaching learning process, to give testing or assessing is one of the keys of the lecturers to know the progress of the students' achievement. In giving testing or assessing of the students, the lecturers will employ various technique or to evaluate their students' competency, particularly in increasing of the students' English outcome. One of the media tests which often to give to the students, which is called retrieval practice, popular term is recalling for information. [1] clarify that to maximize of the using of recall-retrieval practice, educator should pay attention much how this techniques will be regularly applied and get increased outcome. Other scholar also analyse how the effect to of the retrieval practice in classroom setting, [2], concluded that the students get higher score when recalling test is applied than recognition test. However, it also have critical from [3] study which clarify that this technique will be inappropriate for long term retention testing given. It is because there are many aspect subject that will be indirectly influence when the test given, for example: the question given is needed to elaborate in details, however the students finally can not get the point, even the first phase she/he is able to do so, however the rest of the developing question give, it is unsuccessful answered. This is what it is called long term retention that is not much helped the students outcome/quality answer. Meanwhile, [4] concluded, that there is plus and minus to employ the short-term recall of listeners as a tool of students' improving on presentation. And then [5] also clarified that open-domain-question is needed a risk

elaborating answer. Because there is no limitation answering and what or how criteria that should be acceptable appropriate answer. It is like ambiguous answer however it is correctly and acceptable, since the evidence of the answer will support of those statement that has been elaborated before. The applying of recall-retrieval practice in the classroom which is concerned on the elaborating of English quality answer will be the main focus after all.

II. LITERATURE REVIEWS

There are many scholar has been stated of retrieval practice, then its popular name is Recall or recall for information. Recall retrieval practice is intended to know how to give assessing and testing to the students. Definition of Recall-retrieval practice is defined from [6] that mention retrieval practice is a strategy in which calling of information to mind coherently enhances and boosts on learning achievement. Deliberately recalling information forces us to pull our knowledge “out” and examine what we know (materials discussed before). For example: some one give you the questions--- I might have thought that I knew who the fourth U.S. President was, but I can’t be sure unless I try to come up with the answer myself (clue comes it was James Madison-based on the text given). Officially, we think we have learned some piece of information, but we come to realize we struggle when we try to recall the answer. The terms of “struggle” or “challenge” that improves our memory and learning – by trying to recall information, we exercise or strengthen our memory, and we can also identify gaps in our learning. In real classroom, learners have to actively recall from memory, and that this should be preferred to rereading or re-teaching as a learning strategy. Many scholars initially found that tests or short quizzes dramatically improve learning. Additional recall methods are equally important for improving learning: direct verbal questioning, self-questioning, writing notes from memory, using flash cards, writing essays, and group discussion.

The Implementation of Retrieval Practice. There are many ideas that can be effective ways in conducting of retrieval practice process, such as: a. think-pair-share: With single-answer or open-ended questions, e.g. “Think of something you learned yesterday about...”, b. low-stakes quizzes: on paper, digitally, or using a game, c. Brain dump: Individually and collaboratively, d. flashcards: once a card has been mastered, keep it in the deck a while. Research has shown that students tend to “drop” cards out of their decks too soon after they have mastered them Ideally, a fact should be successfully retrieved three times before a student moves on from it, e. be familiar prompt on a flashcard, they have a tendency to tell themselves they know it before answering, f. Shuffle the deck: keeping the cards in the same order makes them predictable.

Steps in Retrieval Practice Process:

There are three steps that is needed in practicing of retrieval practice, such as: *recall*, *recognition*, and *relearning*. *Recall* is of what memory that it is retrieved to recall ideas, and able to access all the information without cues. *Recognition* is something related to give identification of information or materials that you have previously learned after encountering it again. Sometime it also involves a process of comparison. *Relearning* is what [7] defined that relearning is required by the students by completing his/her memory test and this is for teaching the materials with corrective feedback. Process is needed in order she/he master the material and then by mastering the materials, she/he is ease to be involved recalling all the answer to specific criterion level.

Critical Thinking in Improving Students Recalling Retrieval Practice

After the students master in certain subject taught by the teacher, students is expected to learn critical thinking (CT). Critical thinking is a condition that the students is ready to dive into

exploration of her/his critical thinking skills and she/he is able to illustrate at any kind of subject given [8]. In the process of critical thinking, difficult issues, weighing evidence, determining credibility, and acting rationally, which is essential for succeeding in future careers and to be efficacious citizens, [8] students have stock of information that she/he able to argue by all evidence with her/his rationally reason and therefore, the teacher should teach the students by taking reasoning perception and would not be biased in term of questions given. Since the teaching of critical thinking is very complex, teacher should teach the students by giving explicit teaching of CT which is combined with practice on the relevant problem, [8], especially by exposing them to make sense- problem or discuss specific problems (dialogue exposure), this is critical thinking skills of the students' learning improved [8]. Students should be active and able to transfer all the information gotten by contracting meaningful knowledge and in coherent of structural and integrating these with one's prior knowledge

III. METHOD

Currently, this study employ qualitative design which is to know how and what recall-retrieved practice is able to improve to students quality answer. The treatment of this process has been done by two parts. First part, all the students are asked to do the questions that is consisted of several numbers, this type of the question give is to reinforce the students critical thinking [9], while the second part, all the students are asked to do all the exercises found on English module used. the selection of exercises given is also to be selected. Not all the exercise should be done, this is also to know how much the students to understand of the questions. All the questions is given less than one week. All the questions is also to give feedback correcting, as what [7] implied that critical corrective feedback need much time, the unexpected score reveal at the second or the third group of questions, however the accuracy of the test would be not much explored. This has to do in order to know that, each questions would be answered correctly and properly. Feedback correction is something connection with how much they understand the questions and how the answer would be, because sometime the question is needed to answer what it should be gets wrong explanation, and if the question let it down, the students also make the wrong perception of the correct answer or not. Meanwhile, the proportional of the answer is also one of the considering facts that the answer should be proportional answer. For example; the questions is : what do you think about the past event story (semester II students or what do you think about financial statement (semester VI students).it seems that both questions have difference perception or answer. Here, the correction is given to make sure that the students to understand what kind the question would be and know how to answer correctly. Beside that, process of answering the questions, the student also taken Note taking approach. Mainly in all recalling-retrieval practice, Note taking approach has been done [10] to assist the students in generating and elaborating answers. On recalling process, the students are asked to answer the question type proposed, [5], which the steps is consisted of original questions, interpretation/generating, evidence, Answer. The example is as follows;

Original questions#1#:

Do you know the story?

Interpretation/generating#1#: Do you know the person on the story?

Evidence#1#: Yes, I know, they are whom were survived 44 days in ocean.

Answer#1#: they survived 44 days in ocean.

Interpretation/generating/elaborate#2#: With whom that man survived on the ocean?

Evidence#2#:they are couple, husband and wife.

Answer#2#: it is the couples, husband and wife.

Interpretation/generating/critical#3#: why they are on the ocean?

Evidence#3#: in fact, they are fishing and the ship chain broke up.

Answer#3#: they are fishing and unconsciously the boat has been on the ocean. And they seem be happy, because they stay on the ocean in almost 44 days. In generating and elaborating of those questions (including critical questions), which will turn from the second to the fourth turnings and so on, we, as the teacher, should also consider the time consuming. Of waiting the answer is also no limit, and what the teacher should do is to try to lead the students to try answering, even the answer is not much well answered. Because the limit in recalling of the information someone own is absolutely different. One is easy to elaborate of critical questions, one is not increased either [3]

Participant of this study is the second semester students of Accounting Department. And the number of the students taken is fifty students from two classes. Beside that, the questioner is also given to the students in enriching the data found.

IV. RESEARCH RESULT

This paper is focused on how the application of this technique of recall-retrieval practice is able to improve the students' English elaborating answer and what the type of recall-retrieval practice process found during asking and giving the questions. For the first question, this techniques is able to help the students to generate, elaborate and have final answer. The percentage of 50-60%, the students are able to employ this technique. The advantageous of applying this technique on teaching learning process or in concerned on giving the students' assessing, because the students have asked to make note (note taking process) at the first process (first group and second group questions), and the time given is also two of the factors that make recalling process has been ran well. How the good effects of note taking on recall for information pro [10] confirmed that note taking is effective way to increase students vocabulary learned (word per word learned), [11] also clarified that beside motivation [11] is engaged, someone' own capacity, students note taking experience skills (prior knowledge on particular ability terms), simultaneously are affecting on recalling for information process. And [12] also mentioned that giving the training of note taking increased students 'listening ability. Actually, in elaborating the question on recall process, the students are also to give feedback process, it is intended that to see how the questions perform, wrong or not, properly answer before they are on recalling tested. [13] confirmed that feedback process is absolutely impact on teaching and learning process, and recalling-retrieval practice is one of the factor influencing on teaching learning process. Beside those factors which provided on recalling - retrieval practice process mentioned above, one aspect that would be also influenced on students' English elaborating answer is how to be critical they will answer those question given. Elaborating and generating is quite the similar terms in connecting to the process of quality of answer. Both are intended to explore of the someone own information recalled on. They have stock information of what materials have been given before and ready to re-recalled when it is needed to explore. Being on the exploring of the asking and giving question process, students are given of original question and later after she/he is able to answer correctly, the teacher explore by generating question and elaborate them to see the related questions and answer, (see extract example). However, all the steps have been done is also related to the long study has been done by [3]. For the second questions, even those questions are also taken from the module used, each of students has their own capacity to answer and give response. On the process, it is just to re-remained all the questions. What the pattern of the questions are, she/he does just answer what it is, if the questions will be generated and asked to explore, many students are able to answer, however, there are also some students are not able to elaborate those questions as well. At this part, it actually is more simple than the first group, it is just repeated and give the same examples by changing the object. If she/he understand what it is, the correct answer will go, how ever, it is still difficult for them to generating and exploring the questions given. It is because the capacity which is related to the quality of the students'

comprehension of the questions and the students' ability of elaborating of the answer. The skills need to make the correct statement being well to use is the students' English competency. In measuring this competency, one techniques is to give recalling-retrieval practice test. Not all the result have positive result, however will have negative, as well.

CONCLUSION

There are many ways to know the students' learning achievement, one is recall-retrieval practice which is as one of the best suggested strategies on learning in classroom setting. It is in related to give assessing and asking to recalling for information of the materials that has been studied before. In practice, the group of questions will be rendered in two ways, first groups is asked to generated and elaborated the questions that is critical analysing views before and second group questions is re-remained of the questions taken from the module used, result reveal that 50-60%, the students able to answer of generating and elaborating the answer, the left one is still at lower level answer ability. For the second group questions, for the students whom are able to answer by giving generating and elaborating questions, learning outcomes get higher/highest score, however for those whom are lower score, some get higher scores and some get lower scores. The teachers would be creative and innovative in formulating or patterning of critical questions. Giving to the students of training of answering and giving response for short and long statement is also one of the main reason to achieve of teaching and learning instructional design.

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