

ARTICLE

***THE IMPLEMENTATION OF RETELLING TECHNIQUE IN TEACHING
READING ON EIGHTH GRADE STUDENTS OF SMPN 1 SEMEN
KEDIRI ACADEMIC YEAR 2016/2017***



Oleh:

DEWI RIZKI ANDRIYANI

12.1.01.08.0094

Dibimbing oleh :

- 1. LINA MARIANA,S.S.,M.Pd**
- 2. YUNIK SUSANTI,M.Pd**

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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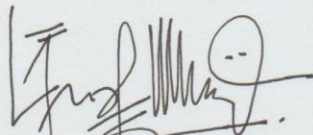
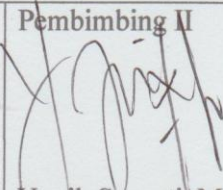
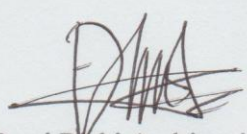
Nama Lengkap : Dewi Rizki Andriyani
NPM : 12.1.01.08.0094
Telepon/HP : 085646616315
Alamat Surel (Email) : Ri_rizkyani@yahoo.co.id
Judul Artikel : The Implementation of Retelling Technique in Teaching
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Fakultas – Program Studi : FKIP-Pendidikan Bahasa Inggris
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Pembimbing I  Lina Mariana, S.S.M.Pd NIDN.0716097401	Pembimbing II  Yunik Susanti, M.Pd. NIDN.0718017801	Penulis,  Dewi Rizki Andriyani NPM.12.1.01.08.0094

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2016/2017***

Dewi Rizki Andriyani

12.1.01.08.0094

FKIP-Pendidikan Bahasa Inggris

Ri_rizkyani@yahoo.co.id

Lina Mariana,S.S,M.Pd dan Yunik Susanti,M.Pd

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Reading is one of skill that should be mastered by Junior high school students. It is important due to achieve the competence of comprehend the meaning both interpersonal and transactional written text formally and informally in the forms of recount, narrative, procedure, descriptive and report in daily life context. In order to make students comprehend the material, one of the teaching models to teach reading is using Retelling technique. The significance of this study were: (1) to describe the implementation of retelling technique in teaching reading on second grade of SMPN 1 Semen academic year 2016/2017(2) to know the students' response when they are taught reading using retelling technique (3) to know the strengths and weaknesses of implementation retelling technique in teaching reading on second grade of SMPN 1 Semen academic year 2016/2017

This research used qualitative research design of case study. The instruments used to collect the data were observation, interview, and documentation. Observation used by the researcher to get the data during the implementation. Then, interview and documentation are used only to strengthen and support the data result from Observation. The research was done in three meetings. By analyzing the data, it can be concluded that the teacher have implemented the retelling but she ever skipped steps of retelling. Then, students' response gained from the result of implementation showed their involvement remain high through learning although there were a number of students who followed the learning passively. At last the retelling has advantages such as develop students' comprehension because it makes the student was able to identify and remember information in the text. On the other hand it also has lacks as it need more time to be applied and students can't describe the details of the passage.

KEYWORD : Reading, Teaching Reading, Retelling

I. BACKGROUND OF THE RESEARCH

In education field, English is the first foreign language that has been taught from elementary schools to university levels. Language proficiency in English itself consists of four skills; they are listening, speaking, reading and writing. Surprisingly, Jain and Patel (2008: 113)

note that reading is most useful and important skill for people.

Reading is considered very important activity in life with which one can update his/her knowledge. According to Pang et al (2003: 6) who state "Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related

processes: word recognition and comprehension”. It means that in reading, the readers should recognize the word order and understand the meaning. Thus the readers can know and enjoy the content.

Reading as a receptive skill isn’t aimless activity. It has goal instead. Nunan (2003: 68) points out that the goal of reading is comprehension. Comprehension itself can be defined as understanding something, getting its meaning. It refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text (Mcnamara, 2007: 1).

In order to reach the goal of reading there are some competencies that should be mastered by readers such decoding, comprehension and response as its fundamental. According to Sadoski (2007: 78) decoding means converting printed language to spoken language whether it is understood or not, and whether it is converted to overt, oral speech or to covert, inner speech. While comprehension is the reconstruction of the author’s message and response involves a personal reaction to what is read, the contemplation of the ideas and feelings evoked by the text, responding to the text both cognitively and affectively.

Successful of reading depend on readers themselves. If they are acquires to have collective efforts in comprehending a text, they can be a good reader nevertheless the difficulties of reading can cause of theirs and the teaching learning process. De quitos in Rohani (2015: 1) assert many EFL/ESL teachers assume that student has mastered reading skill previously. Obviously, due to comprehending the text, most students face a lot of difficulties in deciphering sentence or passage.

The complexities of reading not only concerned by students but also teachers during teaching reading class. According to Anderson (2004: 1) the role of teachers in facilitating the teaching ESL/EFL reading must be organized before they are teaching such as the elements of what should be made, the strategies that appropriate with the condition and situation of the students, their abilities in understanding the second language/foreign language texts.

In 2006 Curriculum, students are expected to be able to comprehend the meaning of both interpersonal and transactional written text formally and informally in the forms of recount, narrative, procedure, descriptive and report in daily life context. Therefore, it is very important to teach the students to

understand the reading easier, faster and more effective.

However, in reality, the goals that are desired as the competence have not completely been achieved yet. Based on the writer's experience during the teaching practice program in Semen 1 state junior high school, Although comprehension is essentially the goal of reading, there are many students of eight grade who struggle with this aspect of literacy. While they may be able to read the words on the page, they are unable to put any meaning behind the words. Additionally, many students can read and comprehend, but cannot remember the story when they are asked any questions about it. These problems with comprehension are common in students of all ages and abilities, and have widespread effects. For example, students who do not comprehend may not see the purpose in reading, and will therefore be unmotivated to read. Additionally, lack of comprehension can impact the students' test scores.

Reading comprehension is badly needed to be mastered by students. Due to reading comprehension is very important to be mastered by students, teachers need to develop and upgrade their knowledge and ability in teaching reading. Teachers can use different strategies, kinds of media

and methods to make the teaching learning process more interesting.

Furthermore to decrease EFL students in reading difficulties, there are some expert suggests using cognitive strategies during learning process. One of them is retelling technique. They find that retelling technique has positive impact to improving students' comprehend the written text. As Gibson et al (2003: 1) state that story retelling require the listener or reader to integrate and reconstruct the parts of the story. They reveal not only what readers or listeners remember but also what they understand. It means that retelling build comprehension. In addition Koskinen et al. (1988: 892) explicate that story retelling is useful teaching technique to encourage students in communication, and improves a language comprehension.

From the explanation above it can be said that retelling technique is effective strategies in teaching reading. One of the reasons is because it relies so much on words, offering a major and constant source of language experience for children. It has positive influence in language learning as it promotes students' ability in rearranging information from the text that they have read. Therefore students can gain the meaning of the passage given.

This research is focuses on implementation of retelling technique to teaching reading at eight grade students of SMPN 1 Semen. This school is choosen as place of the research because there is an English teacher in SMPN 1 Semen applied technique to solve students' problem in comprehend the monologue text, recount and narrative. So it is suitable for this research while it is going to analyze how does the teacher implement this technique and how students' responses it.

Based on the above explanation, the writer is going to specify the teaching reading by applying retelling technique to boost the students' reading comprehension. the researcher wants to conduct a research entitled **"The Implementation of Retelling Technique in Teaching Reading on the eighth Grade students of SMPN 1 Semen Academic Year 2016/2017"**

II. RESEARCH METHOD

This study employs qualitative research case study as the research method. Ary (2006: 420) states that Qualitative inquiry begins from a different assumption, namely that the subject matter of the social or human sciences differs fundamentally from the subject matter of the physical or natural sciences and therefore requires a different goal for inquiry and a different

set of methods for investigation. Case study was chosen because in Semen 1 State Junior high school there is a teacher who conduct Retelling and some teachers who don't conduct retelling as a teaching technique in their class. The researcher chose this type of research because she wanted to explain the process of implementation retelling by the teacher, the students' response and the strength and weaknesses of this technique in teaching reading at eight grade students of SMPN 1 Semen academic year 2016/2017.

This study conducted for 3 meetings at eight grade students of SMPN 1 Semen Kediri. The participants of this study were VIII-D class consisting 40 students of the total number. In the collecting the data, the researcher' role as non participant observer. According to Creswell (2012: 214) the role of a nonparticipant observer in some situations is the researcher not familiar enough with the site and people to participate in the activities. A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities

To collect the data, the researcher used observation, interview and documentation. Observation was conducted for 3 meetings in reading class. As cited by Creswell (2012: 214) Observation is the process of gathering

open-ended, firsthand information by observing people and places at a research site. The researcher observed the activity by using observation checklist, field notes and video recording. Then the researcher interviewed some students and the teacher to get additional information about their experience through applied retelling. The researcher conducted guided interview which the questions was prepared before. In documentation, the researcher collected the students' textbook, students' sheet, the lesson plan and the picture of their activities.

After the data were got, the researcher analyze by using stages taken from Miles & Huberman (2014: 31).the stages are:

1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. Here the researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to audiotapes. Then data from observation, interview, and documentation were reread and selected by the researcher based on its

scope. By condensing, it makes data stronger.

2. Data Display

Data display is the process in which the data from observation and interview are described, so that it enables the researcher to make conclusion. Here, the researcher wrote the whole of result from observation and interview.

3. Making Conclusion And Verification

Here, conclusion is a new finding. It may include a description or picture of an object that previously were unclear. Therefore after examination it becomes clear, can be either causal or interactive relations, hypotheses or theories. In addition, after data display the researcher made conclusion. The last technique of analyzing the data was made verification. To verify the result of the research, the researcher presented the notes that are related to research as what retelling used by the teacher in teaching reading to the second grade student.

III. RESULT AND CONCLUSION

A. Result

1. The implementation of Retelling technique

In the implementation of teaching reading using retelling, the teacher divided activities into some step

- a. Building students' background knowledge

Activated students' prior knowledge can be done by: brainstorm the topic, make connection between the topic and students' special interest, share personal stories on the topic, share other stories related to the topic. Therefore teacher opened the session by asked students' personal experience which related to the topic and instructed students to share their other stories related to the topic. Here, the teacher provided an insight to the students surrounding the topic which related to their personal experiences such as asked them *"have you a picnic to an interesting place when the holidays come?" Then what are you doing there?"*. Then students replied with enthusiasm like *"I went to the KBS last semester holiday with my family then browsed the collection of animals that were there", "I go to the Temple", etc.* Then the teacher pointed at one of her students randomly to tell a little bit of his experiences while vacationing in Bali. Then the teacher gave a conclusion after students responded with various answers and opinions. *"Well, stories about experiences like that which we will learn in a recount text. But you have to remember, recount text is just not for the wonderful experience only "*. The students seemingly focused listening to explanations from the

teacher about what is a recount text and what is purposed to, etc.

- b. Tell the story sequentially

Here, teacher asked students to focus on the structure of the text, and then they read aloud the text from the beginning until the end of the stories. First, she presented the reading text to the students then asked students to read aloud the entire of the text. Afterwards she explained the structure of the text and language feature that are used inside the text. Students listened attentively, and took a note of the explanations from the teacher. Teachers did not forget to ask the students' difficulties and gave an opportunity to the students to asked questions and faced their opinion.

- c. grasp main idea of the story

The teacher continued the process of learning by guided students to find the main idea of the story." *Now,, you have to find main idea of the passage and write down on your sheet"*. Then students said *"okay, mom"* and tried to find and wrote it. After that the teacher confirmed whether their finding was true or false. *"Most of you have similar answer that is "My holiday in museum angkut". If we see from the first paragraph it can be detect that information which is shown by the authors is about her holiday in museum angkut"*. So most of you have

correct answer!” .at last she adds the explanation about how to find main idea of the passage.

d. described main events accurately

Students described main events accurately based on teacher instruction. Here, students described what’ characters do and why the events happen. Then teacher instructed students to rewrite main point of each paragraph. After that, they discussed it together

e. Use vocabulary or phrase from the text

The teacher told the students to rewrite vocabulary or phrase which used as keyword then found its meaning. “ *One of the important step to retell the recount text by knowing its language feature as vocabulary used. Now, write down the vocabulary below and translate it*”. Students wrote the vocabulary based on instructions from the teacher then translated it. After doing the task, both of teacher and students discussed its answer. Then, the teacher adds explanation about language feature of the text.

f. Aware of character and setting

In this step, the teacher also instructed students to mention amount of characters that exist in passage and paid attention to the things that done by characters by conduct a little discussion with them.

g. use details to enhance retelling

In this step, the teacher guided students to rewrite the details of the story.

Students are explained about what is detail in the paragraph by the teacher. “*Details mean the part that explain whole of the subject that is covered by main events of the story*”. After that she asked students to recognize the main events and details of each paragraph by rewrite it.

At last, they teacher guided students to retell a series of story into their own way in written form. Then students were required to rewrite include the following guidelines:

- Who are the characters?
- With whom he/she goes to?
- How can she go?
- What does she/he do in that place?
- How the author's impression after she returned from her activities?
- Then categorize well. Which paragraphs included in orientation part, events part, and reorientation part

2. Students’ response through Retelling Technique

After the teacher conducted retelling in her class, students’ response revealed whether it effective or not to teach reading recount text to eight grade students. Response deployment students divided into positive and negative response.

Positive responses on students were revealed when they paid attention the full

learning process until finish and want to study material more. Students were also actively involved during the learning process. Their involvement can be measured when they want to answer the question without was asked by the teacher, were able to answer questions when teacher asked them, and did not hesitate to ask their question to the teacher when they have not understand material yet. Then students were also responsible when they were given a task and want to learn actively though they failed.

In spite of the explanation above, for the negative response; even though the teacher explained the matter clearly, however, there were still students who didn't pay attention. They also lack of discipline in completing the task and exploit time. Sometimes there were also some students who intentionally did not want to follow the learning by frustrating reason and tired when they could not continue their work.

3. Strength and Weaknesses of Retelling Technique

In retelling have strength as well as its lacks. The strength of retelling can be seen from two sides whether from teachers or students. While its lacks can be seen technically as well as time spent.

a. The Strength

The advantages of retelling when viewed from the side from teachers, the retelling was able to help teachers to see language proficiency gained by students as well as revealing the level of understanding of students in capturing material and showed up the students' ability to recognize the structure and components of text meaning good. Retelling can be used as an assessment tool to know the ability of their students to catch the material.

If it was seen from the students, many students obtained after comprehend the text use retelling as:

- 1) Students were more concentrate in reading text
- 2) Students were able to remember information in text
- 3) Students were able to develop their visualization
- 4) Students are able to develop their habits to focus on the meaning of the readings
- 5) Developed the student's retention
- 6) Developed the ability to organize the text
- 7) Developed language skills like grammar and vocabularies
- 8) Supported the fluency in reading and writing
- 9) Developed a framework for the thinking of students

10) Students were conscious to use study strategies

11) Help considering important points in text. therefore it was able make students can answer the question without look back the text

12) Students eager to read more

Indeed this study supported the last studies which have shown that the ability to reconstruct and integrate meaning in student's own word was important component of second languages' reading comprehension.

b. The weaknesses

On the contrary of its strength above, retelling also has weaknesses in terms of the time retelling. It was still not enough when applied to children of junior high school. because of time this can be caused by a condition of class that less-controlled, the emotions of students still was not stable and retelling was not their habit in learning a text

On the other hand it technically did not help students recall the details of the story significantly, thus students tend to present the results of retelling in general. Then the lack of evidence that the retelling was able to make students more creative in reading and vocabulary enhancement processing. In addition they also difficult to do retelling independently, there were also students who prefer to interpret the

text per word rather than to guess its meaning.

B. Conclusion

Based on the result of data analysis and discussion in the previous chapter, the implementation of retelling technique consist of seven steps which have to conduct by the teacher but she ever skipped steps on it; There were describe main events and details of the story. In addition she also gave unclear instruction how to describe and did the exercise related it. Finally it impact students' result of retelling.

The result of application retelling also can't separate of the response obtained from the students which consist of positive and negative responses. In this study, the researcher found more positive response than negative response. It was revealed by their involvement through learning remain high. Therefore it can be concluded that students like to conduct learning by using retelling because it increase their enthusiasm.

As a learning technique, retellings have strength and weaknesses when it implemented in teaching reading at Junior high school students. The advantages were proved from the result of students' work. Therefore the researcher can take a conclusion that Retelling is effective strategies develop students'

comprehension in reading skill because it make students were able to identify and remember information in the text, recognize main events and details of the passage also develop their habits to focus on the meaning. The process of students through a series of easy-to-memorize the information in the text about who, what, where, when, why, and how that ultimately facilitate students answering the question exercise afterwards. In addition it improved an academic performance of students in the areas of reading and writing. Retelling also motivated children to connect with their learning. In general, the retelling technique was necessary to Second Language reading comprehension instruction. The retelling technique can enhance language learners' ability to comprehend text, focus the readers' attention on the key content of the text; train readers to use their framework and help readers distinguish between main ideas and details in the text. Specifically, the retelling technique can enhance learners' understanding of general concepts in the text both during and after reading.

In spite of the beneficial of result above, the application of retelling can't separate with its lacks such as the average of students still wrote the result of their retelling too general. They still weren't

able to describe the details of the story. At last it took much time allocation to be applied because they faced that it wasn't their habit to reconstruct the passage. Therefore Considering the result of this research the researcher offers some suggestions for the teachers and students, they are as follows:

1. For English Teacher
 - a. The teacher should have deeper understanding about the application the retelling. Therefore she was able to give clear instruction. A clear instruction will make the students easier to understand to what they will to do. Here, the instruction give a big influence to the students in comprehend the material.
 - b. The teacher has to implement it continually when she teaches reading monologue text such as recount and narrative.
 - c. The teacher should train the students in many times to responsible and confident doing the task on time
2. For students
 - a. The students have to pay attention to teachers' explanation in order to avoid a less understanding. They also should be active in asking some question related with the material learnt to the teacher. Therefore they

will understand better about instruction have to do.

- b. The students have to increase their involvement more due to reach the learning objectives.
 - c. The students have to train themselves in many times to responsible finished the task clearly.
3. For next Researcher
- Hopefully, the next researcher can conduct better research by investigating retelling technique to develop reading skill. Especially to prove the improvement of each aspect on reading due to support the previous research.

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