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***THE EFFECT OF RETELLING TECHNIQUE ON READING  
COMPREHENSION AT THE ELEVENTH GRADE OF MA  
MA'ARIF PARE ACADEMIC YEAR 2016/2017***



**By:**

**LINDA TRISNAWATI**

**13.1.01.08.0086**

**Advisors:**

- 1. HJ. RIKA RIWAYATININGSIH, M.Pd**
- 2. DEWI KENCANAWATI, M.Pd**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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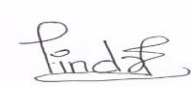
**Yang bertanda tangan di bawah ini:**

Nama Lengkap : Linda Trisnawati  
NPM : 13.1.01.08.0086  
Telepon/HP : 085649529530  
Alamat Surel (Email) : [lindarisna5@gmail.com](mailto:lindarisna5@gmail.com)  
Judul Artikel : The Effect Of Retelling Technique On Reading  
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Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris  
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri  
Alamat Perguruan Tinggi : Jl. KH. Achmad Dahlan No. 76, Mojoroto, Kota Kediri

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# THE EFFECT OF RETELLING TECHNIQUE ON READING COMPREHENSION AT THE ELEVENTH GRADE OF MA MA'ARIF PARE ACADEMIC YEAR 2016/2017

LINDA TRISNAWATI

13.1.01.08.0086

FKIP – English Education Department

[lindarisna5@gmail.com](mailto:lindarisna5@gmail.com)

HJ. Rika Riwayatingsih, M.Pd and Dewi Kencanawati, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

## Abstract

**Linda Trisnawati:** The Effect of Retelling Technique in Reading Comprehension at the Eleventh Grade of Ma Ma'arif Pare Academic Year 2016/2017

Reading is one of important skills in English. In addition, students should master reading comprehension too. For most of students it is the most important skill to master in order to ensure success in learning. But many students still find difficulties in comprehending the text so their reading score is bad. This problem is caused by teaching technique applied by the teacher who uses traditional way so it makes students' low motivation in reading comprehension. This problem can be solved by using Retelling Technique. Retelling Technique is beneficial for reviewing and integrating subject matter. So, it can increase students' motivation in reading comprehension. The purpose of this research to know the effect of Retelling Technique before and after being taught using Retelling Technique, and the last is finding out an effect of Retelling Technique on students' reading comprehension. This is quantitative research will pre experimental design. This research uses pre-test and post-test to collect the data. Then, the population of the research is the eleventh grade students of MA Ma'arif Pare, Kediri in academic year 2016/2017 and the sample is class XI-IPA consisting of 19 students. There are four steps to collect the data, namely pre-test, first treatment, second treatment, and the last is post-test. The researcher uses reading uses reading test multiple choice form. The result of the research showed that students' reading comprehension increased after being taught retelling technique. It could be seen that the mean of post-test (75,53) is higher than pre-test (64,47) then the result of the data analysis that being computed by t-score is (9,869). It could be concluded that *t-test* is higher than *t-table* ( $9,869 > 2,093$ ). It means effect of Retelling Technique on Students Reading Comprehension. Based on the result of the research, it can be concluded that Retelling Technique has good effect on students' reading comprehension. Basically Retelling Technique is very useful for student. Using Retelling Technique makes the students easier to comprehend the text and their vocabularies increase too. So, the researcher suggests to the teacher to use Retelling Technique.

Keywords: Reading, Reading Comprehension, and Retelling Technique.

## A. BACKGROUND

Reading is one of four skills in learning language. Reading is the process itself, or a response to literary text. According to Briendly (2005:80) reading is the process to get information from the written text understand about the content that relate to issues of standards in education and the purposes of education itself-invention of a literary culture. In line with Brindley, Mikulecky (2008:1) states that reading is hard thinking process by applying many strategies to get the meaning from the text that the researcher is supposed to have meant. Based on those explanations, it can be concluded that reading is interactive process of making meaning from the text.

Based on School-Based Curriculum *K.13*, reading in every education level is oriented to master fourth competences of the language. Those are listening, reading, speaking and writing, therefore reading is an important aspect in language learning. Mikulecky and Jeffries (1986:1) explain, “there are some reasons for important of reading such as: reading helps us learn to think in the new language, help us build a better vocabulary, and makes us more comfortable with written English”. It means that by reading more, the reader can increase his or her acquisition in the new

language as he or she can get new vocabulary.

According to Brown (2004:185) reading is far more complicated that sounding out words, or trying to remember them all. Reading skill is not only ability of pronouncing words but also comprehending the meaning and getting information the text. Reading comprehension is the process where the readers understand the contents of the text or the meaning of the context of the text. The students can get the message by reading a text if they comprehend the text. Moreover, Smith, Banton and Robinson (in Surjosuseno, 2011:125) state that reading comprehension means the understanding, evaluating, and utilizing of information gained through an interaction between the reader and the author. From the definition above, we can say that reading comprehension is the way to understand the meaning of the text in written language. So, the reader can clearly understand what text talked about.

In addition, the goal of reading comprehension. Nunan (1989:33) state that comprehension is ability to understand/generate meaning of the text or to connect the message of the text to background knowledge. To be able to

comprehend a text, reader must use appropriate reading skill.

Reading comprehension is the process where the readers understand the contents of the text or the meaning of the context of the text. The students can get the message by reading a text if they comprehend the text. Moreover, Smith, Banton and Robinson (in Surjosuseno, 2011:125) state that reading comprehension means the understanding, evaluating, and utilizing of information gained through an interaction between the reader and the author.

Based on the definition of theories above, it can be concluded that reading comprehension is receptive language receptive language process and thinking process through meaningful interpretation of printed or written verbal symbol including understanding the text. So purposes of reading are getting general information from the text and pleasure or for interest. The researcher can say that reading comprehension is the way to understand the meaning of the text in written language. So, the reader can clearly understand what text talked about.

But in reality, based on the researcher's pre-observation of the eleventh grade at second year in MA Ma'arif Pare, the students said that English was difficult,

especially in reading and it make their reading competence was still low. It could be seen when the researcher asked some students at second year to do a reading test consisting of fifteen questions, the result show that five out of eleven students got lower score than minimal mastery criterion (KKM) of school, that is 75. Most of them found some difficulties in determining main idea, finding inference and understanding features of text forms. Some students perceive that reading is boring, the boredom can lead the students to have low motivation in doing activity. Because each students have different background knowledge. For example, the students have difficulties in understanding and finding the main idea in a text. The students know how to pronounce the word but not really understand the meaning of the sentence is read. Consequently, teachers should pay attention in how to make reading comprehension activities more amusing and optimally understandable. Generally, during silent reading, students do not have chance to do something which helps them reach comprehension faster. By inserting the interesting activities before, during reading and after reading, the boredom maybe prevented.

In addition, students can get the clues in order to evaluate whether



messages they caught are true or false. By doing so, they will be more ready and confident to answer the questions after reading. Therefore, teachers must have appropriate learning strategies to help students in reading comprehension. The technique used should increase students' interest in reading to avoid boredom. So that students can easy to understand in reading comprehension. In order to solve that problem, a good technique, method, or technique should be used in order to make students become active, enjoy. interest and comprehend about the main point of the reading text.

Retelling technique is a technique of cooperative learning. It is adapted from Kagan1990 (Huda, 2011:140). In learning process, this technique can give the students experience in gathering information. In this activity the students are encouraged to contribute their ideas and opinion to other students. Roger (in Huda, 2011:29) states that cooperative learning is group learning activity organized in such a way that learning is based on the society structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Researcher indicate that retelling increase both the quality and quantity of what is comprehended. This study implies that the teacher can use retelling as a way to build silent reading fluency and to measure comprehension. According Burton (2008:18) states that retelling helps show student's overall understanding of the text rather than their recall of fragmented information that is commonly provided by answering questions. Because retelling can indicate a reader's or listener's assimilation and reconstruction of text information, it can reflect comprehension and allows a reader or listener. Kissner (2006:4) states that retelling technique in teaching reading is to get the student's to think critically. Because retelling seemed an easy way to help her student's become readers and writer.

Researcher believes that retelling technique can improve students reading comprehension effectively. To get a good achievement for English subject, students are taught to think individually and discuss the ideas with their partner and then retell the result of discussion in the classroom. Therefore, the researcher need to conduct a researcher entitled "The effect of Retelling technique on Reading Comprehension of

the Eleventh Grade Students of Ma Ma'arif Pare Academic Year 2016/2017".

## B. RESEARCH METHOD

In every research, variable is important because it is object of the research. In this research, there are two kinds of variables; independent variable and dependent variable. According to Ary et al (2010:266) "The independent variable is manipulated changed by the experimenter. The variable on which the effect of the change is observed is called the dependent variable, which is observed but not manipulated by the experimenter".

Independent variables are those that probably cause, influence, or effect outcomes. They are called treatment, manipulated, antecedent, or predictor variables. Dependent variables are those that depend on the independent variables; they are outcomes or result of the influence of the independent variables. Other names for dependent variables are criterion, outcomes, and effect variables.

In this research, the independent variables is teaching reading using think a stimulus variable or input, operating either within a person or within his or her environment to effect behavior.

In this research, the dependent variable is that factor which is observed

and measured to determine the effect of the independent variable, that is factor that appears, disappear, or varies as the experimenter introduces, removes, or varies the independent variable. This research, the dependent variable is student's reading comprehension at the eleventh grade students of MA Ma'arif Pare.

This research "The Effect of Retelling Technique on Reading Comprehension at The Eleventh Grade of MA Ma'arif Pare" the researcher observed the eleventh grade students of MA Ma'arif Pare collected the data then analyzing it to get the result by using quantitative research approach.

According to Creswell (2009:1), quantitative research means for testing objective theory by examining the relationship among variables. The approach of the research is quantitative research. Because quantitative research is research which use statistic data. It is associated to hypothesis generating and developing an understanding.

Quantitative research collects data through observation and then comes up with the theory account for the data.

This research used experimental design using quantitative approach with one group pretest – posttest design. According to Ary



et al (2006:26) experimental study is scientific investigation in which an investigator manipulates and constructs one or more independent variables and observes the dependent variable or variables concomitant to the manipulation of the independent variables. Experimental research can be done in laboratory, in the class, and in the field. In this study the experimental research has been done in the class with taking students as population.

This study used pre- experimental design in the form of one group pre-test and post-test design using quantitative approach (Aryetal, 2006: 303). In pretest and posttest group the observation do time times, before giving treatment called pre-test and after giving treatment called post-test. In this study the researcher just puts one group and uses pre-test and post-test to see the result of the treatments.

The researcher will conduct this research at the eleventh grade of MA Ma'arif Pare. The researcher has chosen this school because it is one of schools that has good and complete media when teaching learning process. Based on my interview and observation, the researcher found that the problem is the teacher give less attention and also the students in this school have low motivation in reading.

This research was hold in MA Ma'arif Pare that located on Jl. Gede II/02 A Pare to find out the process of the effect of retelling technique on reading comprehension at the eleventh grade. The researcher conducted this research about one month for four times of meeting. On April, 22<sup>nd</sup> 2017, the researcher asked permission to the headmaster of the school and then it was continued with the research from May, 22<sup>nd</sup> until to June, 3<sup>th</sup>2017 for four times of meeting consists of: giving pre-test of reading text, giving treatment for teaching reading comprehension using retelling technique in text narrative, post-teaching asking the students about their difficulty in text narrative, and the last was giving post-test to find out the effect of retelling technique in reading comprehension. After data were collected, the researcher began to analyse of data pre-test and post-test.

The instrument used to get the data is test. The researcher uses a test to measure the students' reading comprehension after being thought using retelling technique. The test is delivered twice in form of multiple choice which are done twice, the test consist of 20 questions. The first test is pre-test that is given before treatment and the last is post-test that is



given after students are given a treatment using retelling technique.

The score of students' achievement can be calculated by using this following formula:

$$\text{Score} = \frac{\text{the number of right answer}}{\text{total item}} \times 100$$

(Gray:1981:298)

The technique of analyzing the data which used in this research is t-test. The researcher analyzes the data of t-test using technique one group design in order to know whether there is a significant effect or not using retelling technique to eleventh students' reading comprehension of MA Ma'arif Pare.

In analyzing the data, the researcher used t-test by SPSS version 2.1, especially t-test for one group because the objects of research only one class of the XI-IPA class students of MA Ma'arif Pare that consist of 19 students.

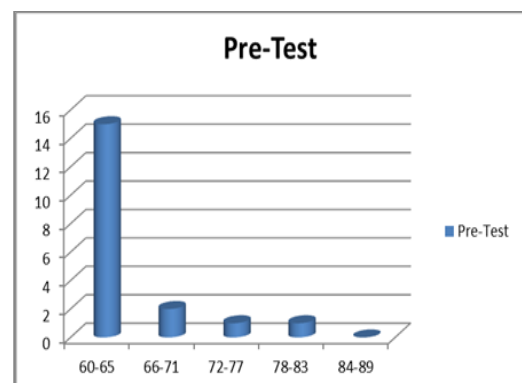
This technique is used to prove to hypothesis that there is retelling technique has an influence to the students' reading comprehension. It is shown by looking up the result of pre-test and post-test which are given to the students.

## C. FINDINGS AND DISCUSSION

After analyzed using t-test by SPSS version 2.1, it can be concluded that retelling technique has significant effect to the students' reading comprehension, because the score of post-test is higher than pre-test. The researcher also provides the different score of pre-test and post-test by using the diagram score frequency of pre-test and post-test. The diagram can be seen in diagram 4.1 and diagram 4.2 below.

Diagram 4.1

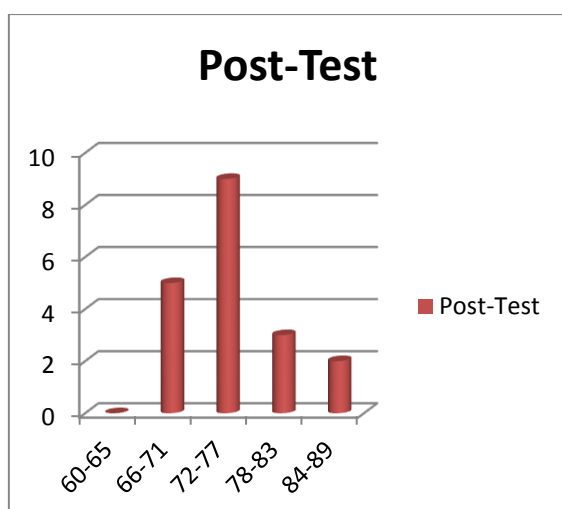
Diagram Score Frequency of Pre-test



Based on the data analysis, it can be seen that there are 15 students got score 60-65, 2 students got score 66-71, 1 student got score 72-77, 1 student got score 78-83, and 0 student got score 84-89. It means that the students' reading comprehension was low.

Diagram 4.2

Diagram score Frequency of Post-Test



Based on the data analysis, it can be seen that there is interesting scores from the students after being taught retelling technique. There are 0 students got score 60-65, 5 students got score 66-71, 9 students got score 72-77, 3 students got score 78-83, and 2 students got score 84-89. As explained before that the standard score of English subject of eleventh grade at Islamic of senior high school is 75. So, it can be seen in the table or diagram that there are 5 students cannot pass the test and 14 students can pass the test. It can be concluded that the diagram frequency above show the post-test score is better than pre-test score.

#### D. CONCLUSION

Based on the explanation in the previous chapter, here the researcher wants

to give some conclusions of the contain of this research, it is hoped that the readers will be able to know much about this easily.

In the previous chapter, the researcher has explained about problems dealing with students' reading comprehension and the teaching learning process of reading comprehension, it is found that teacher teaches reading comprehension in traditional way. With this phenomenon the researcher proposes a strategy for teaching reading comprehension. The strategy is retelling technique.

To prove that retelling technique has an effect on reading comprehension the researcher did an experiment research at the eleventh grade of MA Ma'arif Pare with the pre-test and post-test design. Then the researcher gave pre-test to the student. The pre-test consisted of 20 questions with the topic was narrative text. There were many students who got score under KKM, it means that their reading comprehension was still poor. It was proven from mean of pre-test (64,47). Then, treatment was conducted twice, the post-test was delivered with 20 questions given to the students, there were many students who got higher score compared to KKM. It was proven by the mean of post-test (75,53) .

It also shows that the score of post-test is higher than the score of pre-test. It is indicated by the difference of the mean score of pre-test (64,47) and post-test (75,53). It means that there was an effect retelling technique on the student's reading comprehension, so retelling technique can be applied in teaching reading especially in comprehension.

From the result above, the researcher can conclude that retelling technique is very helpful in teaching reading and it can increasing the students' reading comprehension.

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