

IMPROVING STUDENTS' READING COMPREHENSION OF VIII GRADE AT SMK NEGERI 1 TULIN ONSOI THROUGH RETELLING STORY

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ABSTRACT

The objective of this research is to find out whether Retelling Story can improve students' reading comprehension of X grade at SMK Negeri 1 Tulin Onsoi or not. This research is pre experimental research design consist of one group pre-test and post-test. The Population of this research are the eight grade of SMK Negeri 1 Tulin Onsoi in 2016/2017 academic year. The sample of this research is selected by using purposive sampling technique and the selected class is VIII_A consisted of 30 students. In collecting the data, the researcher conduct test covered pre and post test. The researcher analized the data statically. The result of the test showed that the students' mean score in posttest 77.60 is higher than pretest 39.47 To know the significant difference between pretest and posttest, the researcher compared the value of t-counted and t-table by applying 0.05 level of significance for two-tailed test with 29 degree of freedom (30-1=29),the researcher found that the t_{count} is higher than t_{table} and the hypothesis of this research is accepted. The researcher concluded that using Retelling Story can improve students' reading comprehension at eight grade of SMK Negeri 1 Tulin Onsoi

Keywords: *Reading comprehension, Retelling story.*

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui apakah penerapan retelling story dapat meningkatkan pemahaman membaca siswa atau tidak. Penelitian ini adalah penelitian pre-eksperimen terdiri dari satu grup pre-test and post-test. populasi dari penelitian ini adalah kelas delapan dari SMK Negeri 1 Tulin Onsoi pada tahun akademik 2016/2017. Sampel dari penelitian ini dipilih dengan menggunakan tehnik pengambilan sampel purposive dan kelas yang dipilih adalah kelas delapan yang terdiri dari 30 siswa. Dalam pengambilan data, peneliti mengambil dari hasil pre-test dan post-test. Peneliti menganalisa data secara statistik. Hasil dari tes tersebut menunjukkan bahwa nilai rata-rata siswa pada post-test 77.60 lebih tinggi di bandingkan dengan nilai rata-rata pada pre-test 39.47 untuk mengetahui perbedaan yang signifikan antara pre-test dan post-test, peneliti membandingkan nilai pada t-hitung dan t-tabel dengan menerapkan 0,05 level signifikan pada tes dengan tingkat kebebasan 29 (30-1), peneliti menemukan bahwa t-hitung lebih besar dari pada t-tabel dan hipotesis dari penelitian ini di terima. Peneliti menyimpulkan bahwa penerapan retelling story dapat meningkatkan pemahaman membaca pada siswa kelas delapan pada SMK Negeri 1 Tulin Onsoi

Kata Kunci : *Pemahaman membaca, menceritakan kembali*

1. Introduction

English is essential to be taught for the younger people, for this case students' from the beginner up to the senior high school. In developing the students' ability in mastering English, it cannot be separated from vocabulary mastery. Because it can be a measurement of students, understand in English.

In learning language, one of the aspects that should be improved is reading. In daily life, it is very important to get information from every reading passage, especially in learning English. Reading is one of the basic skills in English which is not simply translated word by word but need to be acquired during language course. Therefore, when the students learn to read, they should be able to comprehend the readings text during the process of reading. They are not only expected to read the text in good pronunciation or to find the meaning of each word within the text.

This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in a foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively.

Reading is the fundamental skill upon which all formal education depends. Reading comprehension will be good if it is adjusted to the appropriate learning strategy (Malik, 2019; Malik A.R 2020; Asnur, 2019;Wael, 2019). Research now shows that a child who does not learn the reading basics early is unlikely to learn them at all. Low reading achievement is the problems which cause the performing of school is low, it is harm the students' and make the loss of public confidence in the school system.

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It is observed that the lack ability of X grade students' at SMK Negeri 1 Tulin Onsoi toward reading comprehension was influenced by several factors. First, students had difficulty in understood English word, phrase and sentence in English. Second, the students had difficulty in finding the main idea of the text they read. Third, students' are not accustomed in practicing reading everyday life.

Based on the problem above it was necessary to applied the strategies to solve students from reading problem in English in order students' can read and understood meaning of every reading passage. Retelling Story was chose to solve this problem. Retelling Story were considered appropriate for use in teaching reading comprehension. In learn process students were required to be active in participating in the classroom. Moreover, this strategy can be petrified students to more easily understand the stories they read. This is because in this strategy students are required to be able to retell the readings they had read using their own words. Therefore, the researcher was interested in carrying out a research entitled "Improving Students'

Reading Comprehension Of X Grade at SMK Negeri 1 Tulin Onsoi Through Retelling Story.”

2. Research Method

In conducting this research, the researcher used an experimental research. This experimental design was pre experimental research design (one-group pre-test and post-test). The sample of this research was class X SMK Negeri 1 Tulin Onsoi in academic year 2016/2017. The total sample was 30 students. The data were collected by using pre-test and post-test. Pre-test was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

3. Findings and Discussion

3.1 The Result of Pre-test

Pre-test was given to obtain students’ score in reading comprehension before applying the treatment. The result of pre-test can be seen in the following table:

Table 1
The Students’ Scores in Pre-test

No	Student's Name	Kind of test		Score (x)	x ²	Qualification
		Multiple choice	Essay			
1	ADT	5	16	42	1764	Failed
2	ALF	7	15	44	1936	Failed
3	AFR	6	10	32	1024	Failed
4	ANS	5	11	32	1024	Failed
5	CNS	8	14	44	1936	Failed
6	DNA	3	15	36	1296	Failed
7	FMR	8	16	48	2304	Failed
8	HFF	9	14	46	2116	Failed
9	JSF	6	12	36	1296	Failed
10	MRY	8	11	38	1444	Failed
11	MRT	4	12	32	1024	Failed
12	MFD	5	11	32	1024	Failed
13	MNF	4	13	34	1156	Failed
14	MSP	8	16	48	2304	Failed
15	NRS	9	12	42	1764	Failed
16	NRC	8	13	42	1784	Failed
17	PTA	7	11	36	1296	Failed
18	RTN	5	12	34	1156	Failed
19	RSA	5	14	38	1444	Failed
20	RSN	8	16	48	2304	Failed
21	RKN	4	17	42	1764	Failed
22	SRT	9	14	46	2116	Failed
23	SWS	7	11	36	1296	Failed
24	SNT	9	13	44	1936	Failed

25	STY	7	15	44	1936	Failed
26	SAN	7	16	46	2116	Failed
27	SPD	4	15	38	1444	Failed
28	SYF	5	12	34	1156	Failed
29	WHA	3	15	36	1296	Failed
30	YMT	6	11	34	1156	Failed
SUM (Σ)		189	403	1184	47612	

Table 2. Classification of scoring grade and the Percentage in the Pre-test.

Ranges of scores	Category	Frequency	Percentage
90-100	Excellent	-	-
75-89	Very Good	-	-
65-74	Fair	-	-
50-64	Poor	-	-
0-49	Very Poor	30	100%
SUM (Σ)		30	100%

The table above shows that in the pretest, all students got very poor. Therefore the mean score of the students was 39.47 It was classified as very poor classification.

3.2 The Result of Post-test

Post-test was given to find out the improvement of the students' reading comprehension after applying the treatment. The result can be seen in the following table:

Table 3
The Students' Scores in Post-test

No	Student's Name	Kind of test		Score (x)	x ²	Qualification
		Multiple choice	Essay			
1	ADT	17	24	82	6724	Successful
2	ALF	20	22	84	7056	Successful
3	AFR	16	20	72	5184	Successful
4	ANS	17	15	64	4096	Failed
5	CNS	18	24	84	7056	Successful
6	DNA	15	23	76	5776	Successful
7	FMR	20	23	86	7396	Successful
8	HFF	19	24	86	7396	Successful
9	JSF	18	20	76	5776	Successful
10	MRY	17	21	76	5776	Successful
11	MRT	12	25	74	5476	Successful
12	MFD	18	24	84	7056	Successful

13	MNF	13	24	74	5476	Successful
14	MSP	23	20	86	7396	Successful
15	NRS	17	24	82	6724	Successful
16	NRC	20	20	80	6400	Successful
17	PTA	15	23	76	5776	Successful
18	RTN	14	23	74	5476	Successful
19	RSA	18	20	76	5776	Successful
20	RSN	19	24	86	7396	Successful
21	RKN	20	20	80	6400	Successful
22	SRT	18	24	84	7056	Successful
23	SWS	13	24	74	5476	Successful
24	SNT	19	23	84	7056	Successful
25	STY	16	25	82	6724	Successful
26	SAN	12	25	74	5476	Successful
27	SPD	20	18	76	5776	Successful
28	SYF	15	16	62	3844	Failed
29	WHA	18	18	72	5184	Successful
30	YMT	14	17	62	3844	Failed
SUM (Σ)		511	653	2328	182024	

Table 4. Classification of scoring grade and the Percentage in the Post-test.

Ranges of scores	Category	Frequency	Percentage
90-100	Excellent	-	-
75-89	Very Good	20	66.67%
65-74	Fair	7	23.33%
50-64	Poor	3	10%
0-49	Very Poor	-	-
SUM (Σ)		30	100%

The posttest indicates that there were 20 (66.67%) students got very good, 7 (23.33%) students got fair and 3 (10%) students got poor. Therefore, the mean score of the students after giving treatment become 77.60. It was classified as very good classification. It means that there was a significant difference between the result of pretest and posttest.

3.3 Discussion

The researcher discussed the result of the data analysis of the pre-test and post-test in accordance with the scope of this research. The discussion was intended to know whether the use of Retelling Story could improve students' reading comprehension of X grade at SMK Negeri 1 Tulin Onsoi or not.

The first step of this research was conducted the pre-test. In pre-test data, the researcher got the students scores of each students as sample. Based on the score, the

researcher found that all of students got failed score. It was classified as very poor classification.

In the second step of this research, researcher conducted the treatment. It was done in four meetings. Researcher explained the students as sample of this research by Retelling Story. This strategy was applied in order to train students reading comprehension.

Treatment conducted for four meetings. First meeting, the researcher explained about Retelling Story. Then, the researcher explained narrative text, the next the researcher divides students' into some group and then asking the students to read the text. After that asks students retell stories use of their own words. And the finally step gave a quiz (comprehension question) to students individually. The second and third meetings, the researcher gave same activity but the topic of the material was different.

After all of the treatment conducted in this research, the researcher conducted the post-test, the researcher got the data based on students' score. The researcher found that the most of the student got success score. Total of the students who got failed score was 3 students. And the the students who got successful 27 students. The highest percentage of the data in the post-test were 66.67% with 20 student and classified into very good, the second highest percentage were 23.33% with 7 student and classified into fair, and the last percentage were 10% with 3 students and classified into poor.

The description of the data collected through the objective test showed that the students' reading comprehension had significant improvement. It also was supported by mean score of the students in pretest was 39.47 classified as very poor classification. And the mean score of students in post-test was 77.60 classified as very good classification. The value of t-test was high than t-table ($45.939 > 2.045$) based on the t-test, the researcher could conclude that there was significant difference between the result of pre-test and post-test. It means that students' reading comprehension got improved. This implies that Retelling Story was one of the some effective ways to improve the students' reading comprehension.

4. Conclusion

Based on the result of data analysis in the previous chapter, the researcher would like to conclude that by improving reading comprehension using Retelling Story it can be enjoyable for both teacher and students. In fact the students at the of X grade at SMK Negeri 1 Tulin Onsoi an improve their reading comprehension after being taught through Retelling Story. It can be see by students' achievement of comprehension scores in each test. There is significant difference between the result of pre-test and post-test, where the mean score of post test is (77.60). It is higher than the mean score of pre-test that is (39.47).

From the data above, the researcher can draw a conclusion that students' reading comprehension after taught through Retelling Story was improved aswell as their motivation to learn learn English. It means the students of SMK Negeri 1 Tulin Onsoi in academic year 2017/2018 have a good ability in reading comprehension using Retelling Story.

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