

RETELLING STORY TO ENHANCE READING ABILITY IN SMP
UNGGULAN AL-FALAH

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Abstract

Language is very essential for our life. We need language for communication and make relationship each other. English is an international language used by all countries or peoples in the world. It comprises four language skills: they are speaking, listening, reading, and writing. Reading as one basic competence has an important role to help the students to be able to communicate in English. By reading, students are not only able to gain the knowledge but also to get other information the present study aims at describing how the teacher implementing retelling story to teach reading in the eigh grade students of Junior High School. Retelling is an procedure that enables the students to play a large role in reconstructing stories. This study is also intended to investigate to what the students' difficulties in retelling story are.

Key Word : *Retelling Technique, Teaching, Reading*

Abstrak

Bahasa ini sangat penting bagi kehidupan kita . Kita perlu bahasa untuk berkomunikasi dan membuat hubungan satu sama lain . Bahasa Inggris adalah bahasa internasional yang digunakan oleh semua negara atau bangsa di dunia. Ini terdiri dari empat keterampilan berbahasa : mereka berbicara , mendengarkan , membaca , dan menulis . Membaca sebagai salah satu kompetensi dasar memiliki peran penting untuk membantu siswa untuk dapat berkomunikasi dalam bahasa Inggris . Dengan membaca , siswa tidak hanya mampu mendapatkan pengetahuan tetapi juga untuk mendapatkan informasi lain penelitian ini bertujuan untuk menggambarkan bagaimana kisah menceritakan kembali guru menerapkan mengajar membaca di eigh siswa kelas SMP . Menceritakan kembali merupakan prosedur yang memungkinkan siswa untuk memainkan peran besar dalam membangun kembali cerita . Penelitian ini juga dimaksudkan untuk menyelidiki apa yang kesulitan siswa dalam cerita menceritakan kembali berada .

Kata Kunci : *Teknik menceritakan kembali, Mengajar, Membaca*

Introduction

In our life, we know that language is important. Language is the tool for people to communicate. Finnochiaro (1984:2) stated that there are five principles of language. They are personal, interpersonal, referential, and imaginative. The existence of language is indispensable. Language is used for communication. In standard of English language learner (ELLs) there are two kinds of standard used for communication, i.e. oral and written cycle. Both of them are used to identify person's competence to understand English language and to produce the language orally. By communication we can make relationship, cooperation, and communicate to each other. Therefore, we need the two parts to make communication. From that explanation, we know that language is an important part of communication that cannot be separated.

. That will help them understand what they have read. However, apparent comprehension problems are really due to much more.

Reading is the skill in which the students will have the greatest ability at the end of their language study. Reading also means that a silent and individual activity. It can be a basis for individual learning about the country and the people. The reading ability will stay with them longer than the other skill, and it is the skill that will be most suitable to use. Reading remains a valid goal in second language classroom.

There has been frequent discussion about what kind of reading text are suitable for English students. The greatest controversy has focused for the texts and should be authentic or not for the students. There are some authentic rules to written material to beginner students can understand to some degree: menus, timetables, signs, and basic instruction.

According to K. Chastain (1976:314) state that the first thing teachers must do to develop reading comprehension is to determine their own goals. In this case, the students can not jump from reading aloud to total reading comprehension; they must progress through a series of increasingly difficult level of reading material. On the first level, they read materials in their own texts. The purpose of these

readings is to give them an opportunity to encounter in context the structures and vocabulary they have been studying. Most students do not have a great deal of difficulty with reading and understanding at this level, even though they may be unable to discuss the content in the second language.

The possibilities for ability differences in reading comprehension include the processing factors. For example in the local processing components of semantic encoding and propositional encoding and the higher level schema processes especially critical in text modeling. They also include lexical access and the speech processes that accompany lexical access.

Meanwhile, reading is also looked as an important activity in our lives because of some reason. Betty et al (1984:23) stated that first reading is a way to help people to travel from place to place by absorbing knowledge from many books for example information from science book, short story, newspaper, etc. Second, reading is to keep informed about current conditions such as the information in newspapers and magazines.

For the classroom activity, reading is very important for the students who want to learn second language. Diaz-Rico (2004:147). Reading skill can help them to take imagination for writing skill. It means that reading is a means of developing our ideas to integrate composition. Besides, the teaching of reading also must be pay attention because the student will learn that skill in the classroom.

picture-based story-telling technique in their classroom activities. The future researchers are recommended that they conduct research by implementing picture-based story-telling technique. Finally, the school principal is expected to facilitate the English teachers in improving their teaching quality in the classroom

The accessible subject of the study will be the seventh grade in SMP UNGGULAN AL-FALAH who will have practiced retelling story in the first semester. There are three classes of the seventh grade: VIII A, VIII B, VIII C. The writer only chooses VIII A in the class. The class consists of 24 students. There are 11 boys and 13 girls. That's why the writer chooses Seven A grades because in Seven A grades class in SMP UNGGULAN AL-FALAH has conducive

condition and the students have good cooperation that can help her research success. In this case, she will choose several students to be the sample. For the second research question the writer also will use the students for the subject. The students should answer the questioner from the researcher

Research Instrument is a means to collect the data. To observe and to examine all the process of the students' reading activity and to reach the accuracy studies and other objective, the writer used Observation and Questionnaire. For the questionnaire, it consist of some question that contain the students' opinion about English lesson especially for reading activity, the used of story retelling technique, the teacher's role, and the advantages of using this technique.

To obtain the data, the researcher will use observation and field notes. Field note is used to help the writer to take note about everything happen during teaching – learning process in the reading class. The writer will always bring field note because it will complete the writer's observation based on the fact without any manipulation.

Result and Discussion

In this chapter the writer will describe and discuss about the result of data which had been collected and analyzed. The result of data observation and analysis were used to answer the statement of the problem as follows: (1) To describe the implementation of retelling story in reading activity in SMP UNGGULAN AL-FALAH and (2) The students' difficulties retelling story when teaching reading immediately. The writer described the data from the observation field notes and the questionnaire.

From the observation, the researcher found that the teacher did three activities in reading, those were pre-reading activity, while-reading activity, and post-reading activity. In that stage the students were well prepared to retell the story because the teacher had introduced them the story and also explained the difficult words in pre-reading activity and on while reading activity they had opportunity to read and comprehend the text. The writer had observed in the SMP

UNGGULAN AL-FALAH. The implementation of retelling story was held in three meetings. During the retelling story process, the writer observed directly the students activity and the teacher's action. The teacher gave a different story in each meeting. The story is short narrative text with the suitable level of difficulties for the students in eight grade of junior high school.

The teachers divided the retelling technique into three activities in reading class; those were pre-reading activity, while-reading activity, and post reading activity. It was used to simulate or prepare the student to retell the text. So the interested to the technique.

In pre-reading technique the teacher give motivation to the student and introduced them to lesson, in while-reading activity, the teacher asked the students to read and comprehend the text. From those two activities, the teacher made the students well prepared in doing retelling in post reading activity which is stated in the previous chapter that post-reading activity is an activity that is done after the students read the text. it was also activities that have particular merits, the first in answering writing question and writing or retell the story by their own words.

As the description of retelling on chapter two which states that retelling is an post-reading activity in which the readers tell what they remember. The retelling technique was conducted on the last reading activity that in post-reading activity. In this stages, the students were well prepared to retell the story because they had read and comprehend the whole content of the story on while-reading activity and translated the difficult words in those activeities.

Firstly the teacher asked two students to come forward one by one to retell the story orally. It can be good model for other students to retell the story in written. After that, the teacher asked each student to answer some question which has relation with the story. After the students answer the question, teacher gives the right answer to the students. This technique is good for students before retelling the story. They can understand all the text in that story.

Actually in the second meetings, the activities had similarity with the first meeting. The writer only observed the teacher and the students. The writer prepared everything that would help the teacher. It is caused the writer want complete this observed. The teacher slowly came in the class, and then the teacher showed the story to the writer, the topic in the second meeting had been selected and prepared before. The teacher said to the captain of the class for leading his friend to pray together.

After praying, the teacher checked the attendance list. It is in order to know who is absent today. No one student was absent today. So it is good condition if there were not absent for this lesson. And the teacher began the lesson. For the brainstorming, the teacher asked the student about their lesson in the previous meeting. It is good for the students, because they were reminded what is narrative text and the generic structure of narrative text.

As in the last meeting, the teacher look for the interesting story that was suitable with students' interest like previous meeting animal story of fable. The main objective to able to students to create their ideas, while they were retelling the story based on their own words. While reading activity, the teacher introduces the story by explaining the meaning and the purpose of the text. And the teacher asked the students to read the story in front of the class.

In this meeting, most of them seemed not to be confused and afraid retelling story with their own words anymore. They also did not make any mistakes as much as in the first and second meeting. After the retell story finished, as usual, the teacher asked them to submit their works individually. In the last observation as like as previous meeting, the teacher gave them reflection after teaching reading.

From the questionnaire and the observation of field notes, the writer knew that there are some answer from the student's' real happen this class. The process of teaching reading in this class is good. The teacher has some technique when the students can't understandable with the materials. The teacher would translate the story in the first language. It is in Indonesia. This technique could be applied in

this class in the ninth grade until senior high school. The application of the retelling story is needed in the class reading activity.

According the questionnaire and the observation of field notes, the difficulties teaching retelling story in teaching reading are the students often lost their concentration, the students difficulties to recognize the story because they had less vocabulary, the students always forget the generic structure, the students not consistent with their tenses, some students had difficulties to retell the story by using their own words.

The Final Score of Students' Work

No	Name	Score		
		1 nd meeting	2 nd meeting	3 nd meeting
1	Ali ridho	45	65	50
2	Adida fadilla	80	75	65
3	Armitha putri	65	78	87
4	Devi puspita sari	48	65	66
5	Devi salsabila	78	60	65
6	Febrian yusuf	65	68	74
7	Fery karunia	75	76	78
8	Hamis riski	65	60	90
9	Hanif khoirul	85	65	80
10	Ilma inziatul	46	70	60
11	Kencana kusuma	65	80	80
12	Moh. Alfian	68	48	65
13	Moh. Tedy	74	85	85
14	Muhammad Roian	58	80	80
15	Nabila Eka	86	70	78
16	Prita Amelia	55	56	65
17	Putri Dita	58	88	90
18	Salman alfarisi	60	85	90
19	Salsa aisyah	90	68	70
20	Savira ayu	75	48	60
21	Septiani nurul	66	65	75
22	Silvy ayu	82	75	80
23	Syaumatul afifah	67	87	90
24	Indrianto nur	52	65	70

Conclusion

Based on the result of data analysis which is obtained through observation of field notes and the questionnaire, the researcher concludes that retelling story can be applied as a supplementary material to teach reading. These techniques also can be used to motivate the students to read English text. It is also able to enhance the students' reading ability.

The implementation of retelling technique in the reading class can facilitate the students read with comprehension, improve their reading ability and their vocabulary, and also make them be motivated in expressing their ideas freely. The writer believes that by being motivated in doing activities in retelling, the students will be interested too in reading English text.

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