IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH RETELLING STORIES STRATEGY AT THE ELEVENTH GRADE OF SMK PERSADA BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022

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Abstract: The aim of this research was to improve students' Reading comprehension through retelling stories strategy at the eleventh grade of SMK Persada Bandar Lampung in academic year 2021/2022. The subject of this research consisted of 27 students. This research was conducted in two cycles by using classroom action research at XI TKJ. This research focused to improve students' reading comprehension and students' learning activities. The data was collected through observation sheet and tests. The result showed cycle II was higher than cycle I. The improvement of the mean score from cycle 1 and cycle II was 20.96. There also an improvement in students' learning activities. It was shown from the mean score of students' learning activites in cycle I was 32 meanwhile in cycle II was 39.04, and so the improvement between both of the cycles was 7.04 points. The result of analyzing data, it could be said that Retelling Stories Strategy can improve students' reading comprehension and students' learning activities.

Keywords: *Retelling Stories Strategy, Reading Comprehension, Narrative Text*

INTRODUCTION

Reading is one of the four basic skills in English that the student should be acquired. It is a very important skill that the students need for the success of their studies. According to Hervey (2013:2) reading may be one of the single most important skills that a person can possibly acquire. It is generally taught at a very young age, beginning before kindergarten.

Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. A reader needs comprehension to catch the content of message or information from the text. (Grabe, 2015:2) states that Reading comprehension are "quite complex and

they varying in numerous ways depending on tasks, motivations, goals and language abilities.

There are some previous studies on the implementation of retelling stories strategy in reading teaching. These studies attempt to investigate the impact on the reading teaching process, describe the application of the strategy or the problems faced by the teacher, or use the strategy to improve students' reading comprehension. The study was conducted by Rudiawan & Jupri in 2020 entitled" Retelling Strategy Towards Students' English Reading Comprehension at Senior High School".The research objective is to find out how the use of the retelling-based instruction strategy can increase the students' reading comprehension and find out the participants' perceptions on the Retelling as a technique used to improve their reading comprehension. This research was experimental research that deals with utilizing the independent variable (the retelling technique) toward learners' reading comprehension.

The writer want to introduced a new strategy for teaching reading comprehension namely Retelling Stories Strategy is one of teaching and learning strategy used specifically for information text. Nowdays, many teaching methods and strategies are offered to facilitate teachers in developing their students"

ablility in reading. One of those strategies which are known to improve students" reading comprehension is Retelling Stories Strategy. According to Lory in Koskinent (2003:123) states that "retelling has been found to significantly improve story comprehension, sense of story structure, and oral language complexity".

This research will argue that the implementation of Retelling Stories Strategy can improve students reading comprehension. In this research the retelling stories process will be effective to improve students' reading comprehension by using narrative text to achieve students' ability to learn reading comprehension.

Therefore, it become necessary to do research on how the application of Retelling Stories Strategy English subjects was effective to improve students reading comprehension, and this research entitled "Improving Students' Reading Comprehension of Narrative Text through Retelling Stories Strategy at the Eleventh Grade of SMK Persada Bandar Lampung.

METHOD

The method of this research used Classroom Action Research (CAR) as the research design. The type of this research is qualitative. The aim of using this Classroom Action Research was improving students reading comprehension of narrative text by using Retelling Stories Strategy. According to Mettetal (2002:6)

Classroom action research is a way to find out the most effective method in your own classroom, which can improve students' learning. It means Classroom action research is a way to find the most effective way in your own classroom to improve student learning. In this research the writer used two cycles. The cycle consists of planning, action, observation, and reflection. The cycle is from Kemmis and Mc Taggart cited in Khosy (2005:4).
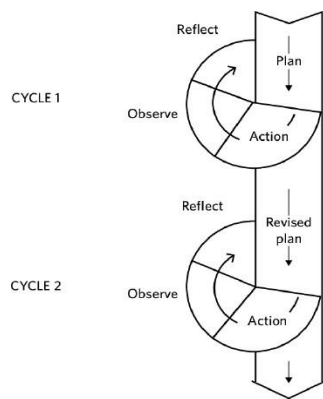
Figure 3.1

Cyclical CAR Model Based on Kemmis and Mc Taggart (1988) (as cited in Khosy 2005:4)

The explanation the above figure can be seen as follows:

1) Planning means developing a plan of critically informed action to improve what is already happening.

2) Action is the act to implement the plan.

3) Observation is the criticaly effect informed action in the context in which it occurs.

4) Reflection is the conclusion of all stages. If there is no improvement, then there was next cycles which conducts with the same strategy and revised planning.

RESULTS AND DISCUSSION

RESULT

In the implementation of research using Retelling Stories Strategy to improve students' reading comprehension, will be divided into two cycles. There are three meetings of each cycle. The material in this research is a narrative text.

a. Result of the Data in Cycle I

Teaching reading comprehension through Retelling Stories Strategy was solution to solve problems that exist in SMK Persada Bandar Lampung. Retelling Stories Strategy made the students' knowledge better because they knew some stages of reading comprehension that were combining their previous knowledge, reading the things they wanted to know and conclude the text. Data from the cycle I of the students learning reading outcomes can be seen in the table below:

Table 1

The Precentage of Students' Score in Reading Test of Cycle I

No	KKM	Cycle I		Criteria
		The number of students	Precentage	
1	≥78	5	19%	Passed
2	<78	22	81%	Failed

b. Result of the Data in Cycle 2

The use of Retelling Stories Strategy in cycle 2 was successful because it gained the success criteria of learning outcomes. The students could collaborate well in doing their test and they could comprehend the text faster. The data in cycle 2 of the students learning reading outcomes can be seen in the table below:

Table 2

The Precentage of Students' Score in Reading Test of Cycle II

| No | KKM | Cycle II | | Criteria |
		The number of students	Precentage	
1	≥78	19	70%	Passed
2	<78	8	30%	Failed

Based on analysis, the writer found that the result of the reading test in cycle II was higher than reading test in cycle I.

DISCUSSION

Reading is the process of interpreting meaning from written text. There must be an information in a passage both for formal or informal information. In order to know much information, someone needs to learn how to understand the written text. Brown (2004:189) states that reading is a process of interpreting meaning. Someone who does the activity of reading must reach his/her understanding of what he/she is reading.

Based on the data that had obtained from observation sheets, field notes and test, the writer found the positive influence in learning process especially in reading by using retelling stories strategy. Retelling Stories Strategy could help students for clarifying their comprehension. It is supported by According to Duke and Pearson (2001:441) retelling stories strategy is considered a recall of what the child remembers from reading or listening.

The writer did the research at 2 cycles with the material of narrative text. The process of teaching learning at the first cycle was not satisfied because the students were not too active to follow the writer's instruction, while in the second cycle they got the lesson well and could comprehend the text well. According to Gregor and Griffin (2011:18) state that retelling stories strategy is an excellent way for students to monitor how much they remember. The point is not to memorize the exact word, but for a child to recall in his/her own words, details about character, setting, plot, dialogue, or information. It means that retelling can help the students recall with their own words. When the students get the material, the first thing that they will read is the introduction of the text and then go on the next paragraph until they get the meaning of the text.

Therefore, the implementation of Retelling Stories Startegy can improve the students' reading comprehension and their learning activity. This result related with a theory stated by Lory in Koskinent (2003:123) states that "retelling has been found to significantly improve story comprehension, sense of story structure, and oral language complexity".

By conducted the research through retelling stories strategy, it gave positive effect for student learning activities. Applying retelling stories strategy guided the students involved in open discussion because the teacher called on the students to answer questions and they were allowed to ask questions during the lesson, so that everyone in the class could participate and speak up their idea. By using retelling stories strategy they could remembers the main idea of the text. It was supported by Owocki cited in Ismail (2003) stated that Retellings help children rethink their way through a text, thereby enhancing their understanding. Retelling Stories Strategy require the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand. Retellings build story comprehension. A wealth of research shows that reading aloud to young children supports specific aspects of their literacy development. The writer concluded that in this research,

using retelling stories strategy for teaching students'reading comprehension could improve students' reading comprehension. Retelling Stories Strategy as a strategy in teaching students' reading comprehension is one of effective and very useful ways. Because it could provide motivation to lower achievement to develop their language learning and gave them the opportunity to communicated.

CONCLUSION

Based on the result of the research, Retelling Stories Strategy can improve students' reading comprehension and also improve students' learning activities. The writer provided some conclusions as to the result of the research through Retelling Stories Strategy. It is based on the students' reading comprehension mean score which is in cycle 1 58.19 (19%). There were 5 students or 19% who achieved a score above the Minimum Mastery Criteria. Then, the result of the reading test in cycle II was 79.15 (70%). There were 19 students or 70% who achieved a score above the Minimum Mastery Criteria. The improvement of the mean score from the reading test' result in cycle 1 and cycle II was 20.96. After they got knowledge about retelling stories strategy, they can improve what they know in reading comprehension. They use Retelling Stories Strategy as their guided

in the reading process in order to make it easier for students to read the narraative texts.

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