

**THE INFLUENCE OF RETELLING STORY TECHNIQUE TOWARDS
STUDENTS' READING ABILITY IN NARRATIVE TEXT AT THE EIGHTH
GRADE OF SMP NEGERI 1 BANGUNREJO IN 2021/2022**

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Abstract: This research aims to investigate the influence of retelling story technique towards students' reading ability in narrative text. The problems in this research are the students faced difficulties in learning reading; the students faced difficulties to understand words in English text; the students have limited of vocabulary. The objective of this research is to know and describe whether there is or there is no influence of retelling story technique towards students' reading ability in narrative text; to know the average score of students' reading ability is taught through retelling story technique is higher than taught through direct instruction. The writer used Retelling story technique. This technique can help students to understand words in English Text and improve reading ability. In this research the writer used quasi experimental method. The sample of the research took two classes which were taken by using cluster random sampling. The population of the research was 223 students from 7 classes. The first class was experimental class and the second class was control class. In data collecting technique it is used test. The main technique to measure students' reading ability in narrative text was multiple choices which consisted of 30 items test. Each item has five options A, B, C and D, the score each item was 3.3. The result in calculating of the data, the writer used t-test formula and got the result that H_a was accepted. It was obtained that $t_{test} = 3.96$, t_{table} for $\alpha = 0.05$ was 1.67 and for $\alpha = 0.01$ was 2.39 ($3.84 \geq 1.67 \leq 2.39$). So, H_a was accepted. It means that retelling story technique has significant influence towards students' reading ability in narrative text.

Keywords: *Retelling Story Technique, Reading Ability, Narrative Text.*

INTRODUCTION

Communicating in English is one skill that the students have to master. They must know the rules of English grammar in order to avoid making errors or mistakes. They must master the structure of English, so that they will be able to put their ideas, feeling, or desires into the grammar of English to make them meaningful. English has been used by many people from different countries. Most of non-active speakers use English to establish relationship with other people coming from countries.

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Reading is when someone investigates a written text and starts to absorb the information from the written linguistic message. Reading is one of language skills in English. In reading the students get a lot of information and knowledge. In learning and teaching process, the students usually tend to spend time to get the information and knowledge from the reading text.

Reading can make the student able to divide the kind of sentence, the students to be efficient in getting specific information and idea from the text. Without mastering reading skill, automatically the students will find difficulties in learning English.

The difficulties that students will experience when learning to read are; lack of ability in learning grammar, lack of vocabulary, pronunciation of every word in the text. So when students do not know what grammar is in the text, do not understand foreign words in the text and how to read them, then students do not get information or meaning in the text that has been read. In the teaching and learning process, students have difficulty in understanding the text because of the lack of motivation to read to increase vocabulary, understand the syntax and structure of the text. The teacher is the liaison to improve students' reading ability. In this case the teacher must choose a strategy that is able to make reading activities fun and not boring so that they have difficulty so that students get information or messages in the text.

According to Brown (2004:185) "reading is far more complicated than 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 from 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".

Perfetti (2001) stated that "reading ability is an individual's skill standing on some reading assessment. The ability of reading can be assessed from the students score with some criteria. The first is the identification of words, the second is the engagement of language and mechanism of words into messages. Reading ability can be analyzed in

several steps, beginning from visual input, moving to string a letter or words, and the last, producing the activation of individual and multiple letter perceptively”.

Isbell (2002:28), “Retelling stories encourages children to use their imagination, expand their ideas, and create visual images as they transfer the plot [of the story] to new settings, including different characters or new voices”.

Stoicovy (2004) also points out that based on several studies, retelling has positive influence in language learning as it promotes students' ability in rearranging information from the text that they have read. Retelling requires the reader to read or listen to a story, and then tell the story back to another person, usually a teacher. The reader is usually instructed to tell the story to the teacher as if he or she has never heard it before.

Children learn the structure of narrative text by being read to (Caldwell & Lesly 2009). A study results showed that students who were read to, when asked to retell, were able to recall the main elements of a story including characters, problem, some events, and some sort of solution. Furthermore, such techniques allow students to understand and appreciate the assigned narrative on a personal level, making reading a more rewarding and enjoyable experience.

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

METHOD OF THE RESEARCH

In this research, the writer used quasi- experimental design. The first class is experimental class by using retelling story technique and the second is control class by using direct instructions.

There were 7 classes in population consisted of 223 students. In this research the writer took two classes as a sample of the research. One class for experimental class and one class for control class. The samples of this research were on VIII.1 and VIII.7.

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In sampling technique, the writer used cluster random sampling, because the classes were homogeneous. To collecting data the writer used reading test in form of multiple choice and consisted of 30 question with the option a,b,d and d. score each item was 3.3.

Validity of the test

$$P = \frac{\text{Score of acquisition result}}{\text{Ideal score}}$$

Reliability of the Test

The writer got $r_{11} = 0.76$. the instrument was reliable if $r_{11} > r_{table}$. The writer got the $r_{table} = 0.396$.

The Data Normality Test

$$\chi^2_{ratio} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The Homogeneity Test of Variance

$$F = \frac{\text{highest variance}}{\text{lowest variance}}$$

RESULT AND DISCUSSION

The data normality of Experimental Class

The writer used test on experimental class to know the students' reading ability. After the writer taught with retelling story technique and gave the test. The writer got the result. There were any highest score was 83 and the lowest score was 43 with the students ($n = 31$).

Obtained the result:

$$\sum fi = 31$$

$$\sum fi \cdot xi = 2007$$

$$\sum fi \cdot xi^2 = 133591$$

The average score:

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$$\bar{x}_1 = 64.74$$

Standard deviation:

$$s_1^2 = \sqrt{121.79}$$

$$s_1^2 = 11.03$$

Based on the calculation above, it was obtained at significant level of 0.05 is 7.81 and also 0.01 is 11.3 that $x_{ratio}^2 < x_{table}^2 = 1.99 < 7.81 < 11.3$. So, the H_0 was accepted. It means that data have normal distribution.

The result of the research can be seen on the figure:

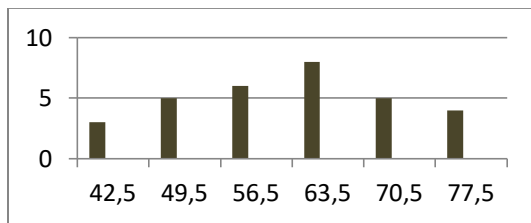


Figure 1. Histogram ad Polygon of Experimental Class

The data normality of Control Class

The writer used test on experimental class to know the students' reading ability. After the writer taught with direct instruction and gave the test. The writer got the result. There were any highest score was 83 and the lowest score was 36 with the students (n = 32).

Obtained the result:

$$\sum fi = 32$$

$$\sum fi . xi = 1720$$

$$\sum fi . xi^2 = 96.944$$

The average score:

$$\bar{x}_2 = 53.75$$

Standard deviation:

$$s_1^2 = \sqrt{144.96}$$

$$s_1^2 = 12.03$$

Based on the calculating above, it was obtained at significant level of 0.05 and also 0.01 that $x_{ratio}^2 < x_{table}^2 = 4.55 < 7.18 < 11.3$. Since $x_{ratio}^2 < x_{table}^2$. Therefore, the criterion was accepted. It means that the data have normal distribution.

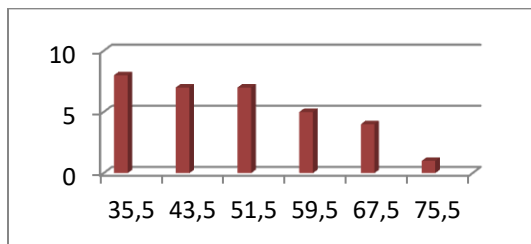


Figure 2. Histogram ad Polygon of Control Class

The Homogeneity Test

Based on the result of homogeneity test. f_{ratio} was 0.87. f_{table} At significant level of 0.05 was 1.84 and 0.01 was 2.38. Since $f_{ratio} < f_{table}$, H_0 was accepted (0.87 < 1.87 < 2.38). It means that the variance of the data in experimental class and control class were homogeneous.

The Hypothesis Test

Based on the calculating above, the writer used t-test formula and got the t-test was obtained:

$$t_{test} = 3.96$$

Equality Test of Two Averages

Based on the calculating above, it was got t_{test} was higher than t_{table} . The result of t_{test} was 3.96, t_{table} for the significant level of 5% was 2.00 and for the significant level of 1% was 2.66 (3.96 \geq 2.00 \geq 2.66). Therefore, H_0 was accepted, it means that there

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was an influence of using retelling story technique towards students' reading ability in narrative text at the eighth grade at SMP Negeri 1 Bangunrejo in 2021/2022.

CONCLUSION

Based on the result of the data analysis and hypothesis test, the writer concluded that:

1. There was an influence of Retelling Story Technique Towards students' reading ability in Narrative Text at the eighth grade of SMP Negeri 1 Bangunrejo in 2021/2022. The result $t_{test} = 3.96$ and t_{table} for $\alpha = 0.05$ was 2.00 and $\alpha = 0.01$ was 2.66 ($3.96 \geq 2.00 \geq 2.66$).
2. The average score of students' reading ability which was taught through Retelling Story Technique Towards students' reading ability in Narrative Text at the eighth grade of SMP Negeri 1 Bangunrejo in 2021/2022. The average score of experimental class was 64.74 and the average score of control class was 53.75.

SUGGESTION

1. For schools to support the latest techniques that will be carried out by teachers.
2. For teachers to always be able to evaluate techniques so that they are always a good influence in the process of learning to read.
3. For teachers to always look for students' interest in learning to read.
4. For readers to find positive things in this research.
5. For further researchers to be able to upgrade the theories.

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