THE EFFECT OF USING RETELLING STRATEGY IN READING COMPREHENSION AT FIRST SEMESTER ENGLISH EDUCATION MUHAMMADIYAH UNIVERSITY OF BENGKULU

Arjun pauzi[1], Fetriani[2],

[1,2] Muhammadiyah University of Bengkulu
Correspondence
Email: arjunpauzi73@gmail.com
fetriani@umb.ac.id

Abstract

This research focused on the effect of using the Retell Strategy on the reading comprehension of students in the first semester of English education at Muhammadiyah University of Bengkulu. The problem in this research is that the majority of students have low reading comprehension. Crucial problems that affect students' reading comprehension are: students' reading comprehension is low, English vocabulary is low, students do not have much interest in reading text comprehension. This research aims to describe students' knowledge in reading comprehension and students' problems in the learning process using Retelling Strategy in students in the first semester of English education at Muhammadiyah University of Bengkulu. This research was carried out as experimental research, the population of this study was first semester English students at Muhammadiyah University of Bengkulu. The total population consists of 25 students. Then, the sample of this research was divided into two classes, first, the experimental class and second, the control class, consisting of 25 students. To collect data, researchers use tests to measure. To analyze the data, researchers used the t-test formulation. Based on the research results, researchers found that the results of the experimental class were higher than the control class. The average score for the experimental and control classes in the pre-test was (32.00> 31.20), the average score for the experimental class and control class in the post-test was (48.40> 40.40). The effect of using the Retell Strategy on students' reading comprehension was 4.421> 2.063 with to higher than tt. That means Ha is accepted and H0 is rejected. So, it is concluded that there is a significant effect of using the Retell Strategy on the Reading Comprehension of students in the first semester of English education at Muhammadiyah University of Bengkulu.

Keywords: Reading Comprehension, *Retelling Strategies*

INTRODUCTION

Reading is an English language skill that must be mastered because reading is one of the four English skills that every student needs to master because reading is a basic skill. The ability to read well and understand texts in English is essential to mastering English effectively. Reading comprehension skills are an interactive process that involves the reader, reading and context . As one of the four language skills, reading is really important for students of junior high school, especially those in Indonesia, since this skill is highly needed for them to deal with the growing exposure

of English in daily life. The goal of reading is comprehension.

Comprehension is a reader's ability to get meaning from a text. Comprehension skills are essential for students' reading development. Comprehension is an important element at all stages of literacy development. Students who read more fluently are able to focus on meaning, retain more information in working memory, and incorporate their background knowledge into what they read. If students want to know or understand something, they need to have a wide range of knowledge, but until now there have been few reasons why reading is necessary in our lives.

The retelling strategy requires students to be able to organize information in the text to convey their own opinions. In the comprehension strategy, retelling allows the reader to understand the content of the text they are reading. The strategy of reading, covering, remembering, retelling is an effective strategy to help readers at all levels who think that good reading is reading quickly. There are several effective reading, covering, remembering, retelling strategies that involve turnover and summarizing or explaining (Brummer and Macceca (2013).

The situation found in the first semester of English education at Muhammadiyah University of Bengkulu shows that students have difficulty understanding reading material. As a result, they do not gain anything in reading because they have difficulty capturing text information. Students' inability to understand texts is caused by several factors as follows.

First, students do not have a great interest in reading, this is reflected in their behavior in class. Often they lower their heads on the table and remain silent when the teacher asks them to read a text. They just see the text. When the teacher asked them to answer questions verbally about the text being discussed, they remained silent and ignored him. So, it can be concluded that students find it difficult to understand the content of the reading because they do not know the strategies that can help them understand the text.

Second, based on observations and interviews of researchers with English teachers for reading lessons, they said that students had low understanding of the text. Most students did not understand the text they read. Students cannot connect information from one paragraph to another. Sometimes, they just read a text and when they have to tell about the text, they don't know anything. This means that students do not know exactly how to understand the text. It can be concluded that students' understanding is still low and needs to be improved.

In the English context, retelling is a learning tool that has been used for a long time. Several studies on the effects of retelling reading show that retelling is an effective tool used to improve holistic understanding and to increase students' ability to remember the entire text (French, 1988).

This study instructed first semester English students at Muhammadiyah University of Bengkulu in retelling techniques and tested the effect of retelling on reading comprehension. To find out the effect of retelling strategies in first semester English language education students on reading comprehension, therefore the researcher wants to carry out further exploration with the title " The Effect of Using Retelling Strategy at First Semester English Education Muhammadiyah University of Bengkulu ".

METHODS

The researcher used two classes taught using retelling strategy in one experimental class and another class taught using conventional methods and called the control class. The population of this study has first semester students of English Education at Muhammadiyah University of Bengkulu. Consists of 2 classes with 25 students. The researcher used students as participant. In doing test, the researcher as an observer then controls all the students when doing the test and the students involve this research. the test consists of 50 questions. 25 questions are for pre-test and 25 questions are for post-test. This test had been given to experimental and control class. To find out the score for each item. The test was taken from intermediate reading book. There are few aspects of the instrument to : identifying main ide, specific information, reference inference, vocabulary. To Know the score, the research that has been calculated is using computer assistance with the SPSS 29 program. The researcher conducts the independent samples t-tests to investigate whether there are differences between the experimental and control groups on reading comprehension tests.

FINDING AND DISCUSSIONS

The result of this research is as follows.

Score of Pre-test Experimental and controll class

Researcher took first semester class 1 as the experimental class. In pre-test of experimental class, the researcher calculated the result that had been by the students in answering the question (test). Based on the above the mean was 32.00 standard deviation was 12.47, variants was 155.42, median was 32.00, range was 40, modus was 40, interval was 20. The researcher got the highest score was 48 and the lowest score was 8.

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). Based on the above the total score of experiment class in pre-test was 312, mean was 31.20, standard deviation was 14.21, variants was 201.95, median was 30.00, range was 48, modus was 28, interval was 24. The researcher got the highest score was 60 and the lowest score was 12.

Score of Post-Test Experimental and controll class

In post-test of experimental class, the research calculated the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using retelling strategy. Based on the above table the mean was 48.40, standard deviation was 12.60 variants was 158.98, median was 52.00, range was 44, modus was 56, interval was 22. The researcher got the highest score was 64 and the lowest score was 20.

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher taught the reading recount text by using conventional strategy. Based on the above table the total score of control class in post-test was 404, mean was 40.40, standard deviation was 21.20, variants was 449.60, median was 44.00, range was 60, modus was 60, interval was 30.

The data analysis used is the t-test. This data analysis technique is used to find out whether the pretest-posttest mean score of the experimental group and the

control group had significant differences. Deep t-test calculation This research uses the SPSS 29 computer program. Data requirements is significant if the p value is smaller than the 5% error level.

Pretest and Posttest data t-test of reading comprehension ability was carried out to determine differences in final reading comprehension abilities in the experimental group and control group. The table above shows the calculation results using the t-test obtained to 4,421 with df 24 at a significance level of 5%. Additionally, earned p value is 0.001. p < 0.05. This it can be concluded that there is significant differences between final reading comprehension abilities between the experimental group and the control group.

DISCUSSION

This research conducte at Muhammadiyah University of Bengkulu in the first semester of English Education. The sample in this study consiste of 25 students with details of 15 students as the experimental group and 10 students as the control group. The purpose of this research was to determine the differences in reading comprehension abilities between the experimental groups who were given reading comprehension lessons using the retelling strategy and control group students who were given reading comprehension lessons without using a retelling strategy . Apart from that, this research also aims to determine the effectiveness of retelling strategy in learning reading comprehension in the first semester of English language education at Muhammadiyah University of Bengkulu.

Based on the results, the researchers found that the scoring the mean score pre-test control was 31.20 and the mean score post-test control was 40.40. while the mean score pretest experimental was 32.00 and the mean score posttest experimental was 48.40. Moreover, the results of this study certainly support the previously thought related to the post-test results, Rudiawan & Jupri (2020) obtain the mean score for the experimental class of 85.16 . Enggar Relawati (2019) obtain the mean score experimental class of 77.04. Masriyanti (2019) obtain the mean score experiment of 87.78 , the highest compare to the experimental class of Rudiawan Jupri and Enggar Relawati. Apart from that, the researcher obtaine that the mean score of the experimental class after using the Retelling Strategy was 48.40 and this was the lowest score among the related findings.

The success of learning reading comprehension using retelling strategies can be attributed to by (Kalmbach, 1986). Retelling is an activity to help students focus on their understanding of what they read and challenge them to communicate what they have learned to others. Retelling can come in the form of an oral presentation or a written assignment and involves attention to the main narrative components including character, setting, problem, events, solution and theme. Retelling, which is considered a postreading or postlistening recall in which readers or listeners tell what they remember either orally or in writing or illustrations.

This is in accordance with the opinion According to Morrow et.al (1991), states that retelling is a generative task that requires the reader to construct a personal rendition of the text by making inferences based on original text and prior knowledge. Meanwhile Gambrell (1985) retelling is a strategy that fits the model of generative learning, in that retelling engages the reader in relating the parts of the text to one another (integration of information) and to their own back ground of experience (personalization of information) .

The results of this research indicate that the retelling strategy has been proven

to improve students' reading comprehension abilities. The learning process using the *story retelling strategy* can help students understand reading. This is because students are required to be able to retell the contents of the text they have read using their own words.

CONCLUSION

Based on the result of the research and discussion in the previous chapter, there was the significant by using retelling strategy in reading comprehension, the student can more easy to learn English by using Retelling Strategy. it can be concluded about The Effect of Using Retelling Strategy in Reading Comprehension at First Semester English Education Muhammadiyah University of Bengkulu. It was found that the retelling strategy in reading comprehension was effectively using in reading comprehension for students in the first semester of English education at Muhammadiyah University of Bengkulu.

REFERENCES

Brummer, T., & Macceca, S. (2013). *Reading strategies for mathematics*. Teacher Created Materials.

French, M. M. (1988). Story retelling for assessment and instruction. Perspectives forTeachers of the Hearing Impaired, 7, 20-22.

Gambrell, L. B., Pfeiffer, W. R., & Wilson, R. M. (1985). The effects of retelling upon reading comprehension and recall of text information. The Journal of Educational Research, 78(4), 216-220.

Kalmbach, J. R. (1986). Evaluating informal methods for the assessment of retellings. *Journal of Reading*, *30*(2), 119-127.

Masriyanti, M. (2019). *The effect of using retelling strategy on students' reading comprehension at VIII grade of MTs N Batang Angkola Tapanuli Selatan* (Doctoral dissertation, IAIN Padangsidimpuan).

Relawati, E. (2019). *Applying Read, Cover, Remember, Retell (Rcrr) Strategy To Foster Students'reading Comprehension Of Descriptive Text (A Quasi-Experimental study at the Tenth-Grade of SMA Muhammadiyah 8 Ciputat in Academic Year 2019/2020)* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).

Rudiawan, R., & Jupri, J. (2020). Retelling Strategy towards Students' English Reading Comprehension at Senior High Schools. *Journal of Languages and Language Teaching*, *8*(4), 432-441.