Retelling as a Strategy in Enhancing Students' Reading Comprehension of Recount Text; A Classroom Action Research

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ABSTRACT

English: [Times New Roman 11]

The goal of this study is to improve students' reading comprehension of recount text. It was implemented in the second grade of MTs Bustanul Ulum in Pekanbaru. This study included 30 students who had difficulty understanding recount text. As a result, the majority of them did not meet the English subject's minimum criteria. It seeks to determine whether the Retelling strategy can improve students' reading comprehension of recount texts, as well as what factors influence it. This was a two-cycle action research study. Each cycle included four meetings. The researcher and collaborator worked together to collect data through observation, field notes, tasks, tests, and interviews. The study discovered that implementing a retelling strategy could improve students' reading comprehension of recount text. This conclusion was reached based on an increase in the students' mean score in recount text reading comprehension tests from cycle I to cycle II. Furthermore, it was discovered that the material provided, the teacher's ability to guide and explain the material well, the students' motivation, and the appropriate strategy all influenced the change in students' reading comprehension of recount text. To summarize, the implementation of a retelling strategy improves second-year students' reading comprehension of recount text at MTs Bustanul Ulum, Pekanbaru.

Key Words: Reading Comprehension; Recount text; Retelling Strategy

ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca teks recount siswa. Penelitian ini dilaksanakan di kelas II MTs Bustanul Ulum Pekanbaru. Penelitian ini melibatkan 30 siswa yang mengalami kesulitan memahami teks recount. Akibatnya, sebagian besar dari mereka tidak memenuhi kriteria minimal mata pelajaran Bahasa Inggris. Hal ini bertujuan untuk mengetahui apakah strategi Retelling dapat meningkatkan pemahaman membaca siswa terhadap teks recount, serta faktor apa saja yang mempengaruhinya. Penelitian ini merupakan penelitian Tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus mencakup empat pertemuan. Peneliti dan kolaborator bekerja sama mengumpulkan data melalui observasi, catatan lapangan, tugas, tes, dan wawancara. Hasil dari penelitian ini menggambarkan bahwa penerapan retelling strategi dapat meningkatkan pemahaman membaca teks recount siswa. Kesimpulan ini dicapai berdasarkan peningkatan nilai rata-rata siswa dalam tes pemahaman membaca teks recount dari siklus I ke siklus II. Lebih lanjut, ditemukan bahwa materi yang diberikan, kemampuan guru dalam membimbing dan menjelaskan materi dengan baik,

motivasi siswa, dan strategi yang tepat semuanya mempengaruhi perubahan pemahaman membaca teks recount siswa. Ringkasnya, penerapan retelling strategi mampu meningkatkan pemahaman membaca teks recount siswa kelas delapan MTs Bustanul Ulum, Pekanbaru.

Kata Kunci: Pemahaman Membaca; Recount text; Retelling Strategi

IINTRODUCTION

The current curriculum English teaching goal is to guide students to be able to communicate either orally or in writing in all language skills. In general, the 2013 curriculum aims to prepare Indonesians to live as individuals and citizens who are faithful, creative, productive, effective, and innovative, and capable of contributing to the life of society, nation, and state, as well as world civilization (Hermawati et al 2023). As a result, understanding the meaning in functional texts and short essays such as descriptive and recount fluently and acceptably in the context of daily life is especially important for teaching English in accordance with the 2013 curriculum. Furthermore, it is necessary to comprehend meaning in short essays in the form of recount and narrative in order to interact with the environment fluently and acceptably. Because understanding text is critical, students should learn more about it, particularly recount text, which is a text that tells the reader or listener what happened in the past through a sequence of events (Sukma, 2015). Readers can gain life experience by reading about the past. According to Hyland (2004), as cited by Krishnapatria et al (2019), the recount is a social genre that retells events to provide information or entertainment. Students must understand the structure of this type of text in order to grasp the meaning of the text. The orientation, series of events, and reorientation are the generic structures of recount texts (Aprilina et al., 2022).

Based on her experience teaching English, the teacher noticed that the majority of the eighth-grade students at MTs Bustanul Ulum struggled to understand the recount text. As previously stated, recount is the first short essay introduced at the start of the semester. They frequently struggled to understand and complete the teacher's assignments. It was clear from their responses to the questions. They frequently copied the passage directly, without understanding the questions or the passage's content. As a result, they included all sentences in their answer sheet when answering the questions.

The students thought the text was too difficult for them. The students' difficulties are reflected in their reading test scores. Their recount reading test score did not meet the minimum criteria for achievement (MCA). The researchers discovered that only 7 students (or 23.3%) passed the MCA, while 23 students (or 76.7%) failed. According to the test results, students' English subject scores at grade 8.4 did not meet the MCA. At MTs Bustanul Ulum, the MCA for English is 7,5. In fact, students' reading comprehension of recount text is low, and they struggled with language features such as vocabulary (synonym, word meaning), re-ference, and inference (Iriana, 2018), as well as understanding the generic and social function of recount. The researcher attempted to analyze the problems by looking at the facts listed above. A variety of factors influence the success of teaching and learning reading comprehension. Students' reading comprehension is influenced by factors other than the students themselves. It is also consistent with a study conducted by Lazarus (2020), which was cited by Rojas (2022), which revealed socio-demographic factors influencing reading comprehension among students, such as school social environment, type of school, and gender of learners. According to Suwanaroa (2021), the factors influencing students' reading comprehension are vocabulary, understanding, grammar, personal experience, students' attitude, teaching and learning in the classroom, and family support.

In this study, the researchers attempted to analyze the factors that caused the problems that occurred, and the factors that were analyzed served as the foundation for selecting the strategy in this study. The first factor is the students' lack of vocabulary knowledge, motivation, and interest. During reading activities, the researcher observed that most students lacked knowledge of word and sentence structure. As a result, they are unable to gather certain information from the English text being read. When asked to describe what they had read, many of them were unable to do so. It demonstrated that they read the text without comprehending it. In another situation, when the teacher asked them to complete reading assignments, they were unable to respond. They were unable to successfully complete the task. As a result, most of the students tended to mimic their peers' work. In fact, their English subject score was low, and their ability was quite disappointing. After that, they lose interest in reading. The teacher frequently advised students to bring a dictionary to help them find the meaning of difficult words. In fact, only a few of them were eager to bring it. As a result, many of them were passive during

reading activities. Only a few students were actively participating in the reading discussion. Others were conversing with their friends, resting their heads on the table, or doing something. As a result, they frequently submitted their tasks incompletely. They didn't know how to find the answer in the passage and lacked vocabulary. These circumstances led the students to believe that reading provided no pleasure or benefit to them. That is why they were bored and had no desire to engage in reading activities. These poor conditions had an impact on the students' ability to learn language, particularly reading.

The final issue comes from the teacher. Previously, the teacher had used a group discussion strategy to teach reading, but the students' performance was still unsatisfactory. In this strategy, not all students participated in the discussion, with the remainder either talking or remaining silent. The majority of the students were overly reliant on their peers. As a result, the group discussion did not go smoothly. The students' ability to comprehend reading recount text did not improve significantly because of these learning and teaching activities.

Recognizing the phenomenon and theory described above, the researchers, a teacher, and her colleague, desired to develop an appropriate strategy for teaching recount text reading. Alternative strategies for providing adequate practice and participation for students in learning and teaching activities in the classroom should be used. It is consistent with the k-13 curriculum expectation that the teacher be able to create and provide numerous alternative strategies to make the students more active than the teacher. The description of these conditions influenced students' achievement in recount text reading comprehension. As a result, the researchers are interested in assisting students in developing reading skills so that they can improve their reading comprehension, particularly on recount text. As a result, conducting classroom action research using the retelling strategy is worthwhile. Some research on the effects of retelling-based reading programs indicates that retelling is an effective tool for improving students' overall text comprehension and their ability to recall entire texts (Rudiawan & Jupri, 2020). Retelling is defined by Morrow (1989) in Defrioka (2015) as post reading or post listening recalls in which readers or listeners tell what they remember either orally or in writing. This procedure enables students to relate story events and comprehend the text's content. Students must read the passage thoroughly and write down as much as they remember

what they have read in their own words when using the retelling strategy. Furthermore, as stated by Defrioka (2015), retelling assists teachers in determining the level of comprehension of what students listen to or read. Students practice their writing, speaking, and listening skills with this strategy. Therefore, the researcher and collaborator believe that this strategy can overcome students' difficulties in understanding recount text because it allows students to recall the story in the text. As a result, it is hoped that the retelling strategy contributes positively to the improvement of students' reading ability in comprehending recount text.

RESEARCH METHOD

This study is called classroom action research. Pelton (2010:3) defines classroom action research as a systematic approach to improving teaching practices. Action research is a type of applied research that can be used to examine specific issues or address problems in the classroom, school, or society. It is appropriate in facilitating this research because the goal of this research is to improve students' reading comprehension of recount text. This research was carried out in several steps, which are plan, action, observation, and reflection. Eighth-grade students of Mts Bustanul Ulum especially Grade VIII.4 participated in this research because they got problem in understanding recount text, and they need a solution for better improvement. Grade VIII.4 had 30 students. Because this is classroom action research, the researchers used two cycles and the instruments used in this process were task, test, observation, and interview. Task and test were used to find the students' score improvement, then observation and interview were used to find factors causing its improvement. The researchers used both qualitative and quantitative data analysis to analyze the information gathered.

DISCUSSION

Regarding the research findings obtained over two cycles, the answer to two research questions was revealed. "To what extent can a retelling strategy improve students' reading comprehension of recount texts in MTs Bustanul Ulum, Pekanbaru, grade VIII.4?" "What factors influence the students' reading comprehension of recount texts at Grade VIII.4 of MTs Bustanul Ulum, Pekanbaru?" These two inquiries had been satisfactorily addressed. The following is a more in-depth explanation: The first answer

was that using the retelling strategy improved students' reading comprehension of recount texts significantly. Its progress can be seen in the rising average score of students in cycles I and II. The observation checklist, field notes, and interviews were used by the researcher to determine the factors that improved the students' reading comprehension of recount text by using the retelling strategy. The researcher qualitatively described and interpreted the students' test results. Based on the use of instruments, she elaborated and analyzed all factors that influenced the improvement of students' reading comprehension in cycles I and II. The researcher implemented a retelling strategy for teaching recount text reading during the first meeting. The recounting procedure was discovered. Passing the English subject's minimum criteria (7.5) at MTs Bustanul Ulum, Pekanbaru.

According to the data presented above, the use of a retelling strategy improved students' reading comprehension of recount texts in grade VIII.4 at MTs Bustanul Ulum, Pekanbaru. It is consistent with the research findings of Katamadze et al. (2022) that there is an improvement in story structure, length of retelling, reading comprehension, and confidence. There was a significant improvement in vocabulary growth. According to self-evaluations and observations, the participants enjoyed the story readings, their attitude toward reading improved, and they gained self-confidence.

When creative activities are used, the results suggest that retelling could be a potentially useful reading strategy for ESL learners. Lin (2010) then asserts that retelling significantly improved the participants' text comprehension at the level of overall meaning in her study. It also aided them in learning general concepts while reading. In this study, it was discovered that many students were not active, were unable to provide an opinion during the prediction stage and were initially unmotivated to participate in learning activities. They gradually began to break this habit. Then, after three to four meetings in the activities reading, they demonstrated their progress in learning by using the retelling strategy. Another study finding revealed that the retelling strategy allows students to work cooperatively. It means that the students worked together in small groups to help and share with one another in cycle I, and their average score increased to 7.67 (4.5 points) in cycle II. The students' achievement in cycle II was able to pass the minimum criteria achievement for English subject (7.5) at MTs Bustanul Ulum, Pekanbaru. According to the data presented above, the use of the retelling strategy

improved students' reading comprehension of recount texts in grade VIII.4 at MTs Bustanul Ulum, Pekanbaru.

In addition, they receive peer correction. During retelling activities, students had the opportunity to revise their partner's note. They all made comparisons and revisions as needed. In this case, the students recognized their flaw and worked to improve and complete it. Using the retelling strategy to teach reading comprehension of recount text provided numerous benefits as well. It taught students how to make content predictions based on the title. Students are taught to think critically because of this process. It has also aided students in reading more efficiently and effectively. Retelling also allows students to take an active role in expressing their opinions, which can lead to a lively discussion. It also encourages students to pay attention to the meaning of the text, reinforces the element of story structure, and promotes communication and oral language development. Finally, the retelling strategy has been able to assist students in having a good reading ability and understanding of the passage that they read.

According to the findings of this study, approximately 5 out of 30 students had difficulty implementing this strategy. Their issue was reflected when they couldn't remember what they had just read. They were expected to have more practice in simple reading text on a continuous basis. The second answer to the research questions was also presented in this study. Four factors influenced the improvement of students' recall text reading comprehension. To answer this question, the researcher used the observation checklist, field notes, and interview to determine the factors that improved the students' reading comprehension of recount text by employing the retelling strategy.

The first was material. Students' achievement and activity will be affected by material that is appropriate for their level. The researcher follows the syllabus when selecting texts for teaching activities to avoid using inappropriate material for the students' level. Day and Park (2005) claim that appropriate teaching materials facilitated by teachers with comprehension questions can lead to creative work and help students better understand what they read. The second factor was student motivation. According to Filgona et al. (2020), motivation drives learners to achieve their learning objectives. It is critical to recognize that motivating learning is a key component of effective teaching. This implies that learners' motivation is most likely the single most important aspect of learning.

Many students were unmotivated to work on this research. However, when the teacher is able to create and provide a set of activities, students' motivation can increase. The final factor was the teacher's guidance as they learned more. Without the guidance of a teacher during the process of teaching and learning a language, the student tended to be confused while carrying out the task of reading. During classroom reading activities, the teacher guided students on how to explore their thinking in order to become competent readers. Furthermore, the teacher's guidance could be seen in another case. The teacher's direction was reflected whenever she gave instruction and explanation to students who were working on a project.

CONCLUSION

Considering the research findings from two cycles and the discussion in the previous chapter, the researcher proposes the conclusion that the use of retelling strategy improves students' reading comprehension of recount text at MTs Bustanul Ulum Pekanbaru grade VIII.4. There was a significant improvement in the students' test results from pre-test to cycle I and cycle II. It was discovered that the average score of students' reading comprehension of recount text in pre-test was 5.47, increased to 7.22 in cycle I, and then increased to 7.67 in cycle II. It means that the students' average score in cycle II met the minimum criteria for English standard score achievement at MTs Bustanul Ulum, Pekanbaru, which is 7.5.

Then, four factors influenced changes in students' reading comprehension of recount text via retelling strategy. Material, strategy, motivation, and teacher guidance are the factors. Students will be encouraged to participate actively if the material is appropriate and interesting for their level. The appropriate application of strategy then has a positive effect on the students' willingness to learn. As a result, they could participate in every aspect of the retelling strategy in reading class, giving them the opportunity to express themselves through interaction during the activities. Motivation is another factor. Motivated students always give their all in all reading activities. They were enthusiastic about following a series of steps retelling strategy and actively participating in that process. Furthermore, they listened intently to the teacher's explanation and were enthusiastic about the material being discussed. As a result, their comprehension gradually improved. The final factor is teacher guidance. Because the students were in

junior high school, the teacher's guidance was required. It aids students in a variety of ways during their learning activities.

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