

**TEACHING READING NARRATIVE TEXT THROUGH RETELLING
STRATEGY TO IMPROVE READING COMPREHENSION OF THE TENTH
GRADE STUDENTS OF SMA NEGERI 1 TALANG KELAPA**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
AUGUST 2020**

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THESIS

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ABSTRACT

Modespia, Karina. 2020. *Teaching Reading Narrative Text Through Retelling Strategy to Improve Reading Comprehension*". Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisors: (I) Sherly Marliasari S.Pd., M.Pd., (II) Dian Septarini, S.Pd., M.Pd.

Keywords: *Teaching reading, Literary Work.*

In this study, the researcher chose the "Narrative Text" to teaching the reading skill. There are two research problems aims to (1) know the Narrative text that consist in retelling strategy. (2) know the Tenh Grade students reading skill. The research employed a quantitative method. Quantitative research of collecting and analyzing numerical data. To find averages also patterns it can be used test relationship that complete with population and generalize. From the teaching, it can be concluded that there are self trust, confidence, support, brave, respect, self-discipline, friendly, love and affection. The achievements of this research are expected to give some contributions to further study of educational values. Furthermore, there are some benefits of Teaching Reading Narrative text through retelling strategy; to help them reading correctly, measure their reading comprehension based on the grade, provoke and motivated them to read a lot of book later

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Last but not least, the researcher realized that this thesis is still far from

being perfect, therefore any criticism, suggestions, comments, and constructive critics are very welcome.

Palembang, Agustus 2020

The researcher,

KM

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CHAPTER 1

INTRODUCTION

This chapter discusses (1) background of the study, (2) problem of the study, (3) limitation of the problem, (4), formulation of the problem, (5), objective of the study, (6) significance of the study.

1.1 Background of the study

Reading is a complex learned process of discerned symbol in order to constructed or derived meaning (reading comprehension). The reading process requires creativity and critical analysis about a text and the meaning. According to Verhoeven & Prefetti (2017) We would like to point out, at this time, that this chapter focuses primarily on the fluent first language reading process. One might ask why book on reading begins with a discussion of the fluent reading process; there are a number of good reason for adopting this approach. First far more research has been carried out on reading in contexts (especially in English as an L1; cf. Than in L2 contexts. Second , students learning to become readers in L1 contexts usually achieve a reasonable level of reading fluency, usually by 5th grade in English (and earlier in several other alphabetic language) but the sametime claim cannot be made for students learning to read in L2 contexts (p.25). It means that reading fluency in students is important to continued reading the next text so students were able to reading a few words correctly then can read a sentence.

Narrative text isa pleasants imaginary story that is an imagination or a fictional story created by someone or a story made from a collection of people that might never happened in the past. According to Niederdeppe, Shapiro, & Proticella, (2011)

At present, result about the effectiveness of narrative versus non- narrative formats are some what contradictory. However as with most communication issues, the most effective message form likely depends on number of situation factors, such as ideology (p. 37). In other words narrative text is a story that is not real, according to ideology, and pleased the reader.

The used of narrative text is a great solution to students who like read a fairy tale in learned subject. Kreuter et al, (2010) define found that a narrative about the importance of mammography in breast cancer detection and survival told by survivors was more effective than a comparable informational video with respect to recall and behavioral intention but not actual behavior (p.81). In other words, narrative text means reading is not in accordance with the facts that occurred because exaggerated the story becomes interesting and even scary.

In teaching reading, a teacher of english were has problems. In this case, most of students can not answered the questions. Based on Wanzek & Vaughn, (2007), First How effective are extensive interventions in improve reading outcomes for older students with reading difficulties or disabilities. Second What features of extensive interventions. Third Group size, duration and grade level. In accordance with the facts from stated journals the researcher also do an observation and found some problems faced by the Tenth Grade Students at the SMA Negeri 1 Talang Kelapa in learned reading text. The problem were as follows: First They had limited words, so that they could not understand the specific reading text. Second they were could not answered the questions directly, before translated by looked up the dictionary. Third They were read a little bit slowly if there is new words.

In Indonesia were had thing that makes moody on reading students. researcher found the low intersted of reading in Indonesia. Based on Darmono, (2001) The Reading Interested grows from each person's personal, so to increased interested in reading need for individual awarness. Countries forward, is a country that interested high reading for society. Therefore Reading Interested occupied an important position for the progress of nation. Than with countries incorporated in ASEAN and other foreign countries, Indonesia still ranks below in terms of read interested. On the level international, Indonesia has a reading index of 0,001. It means that in every thousand people, only one person has a high interested.

That condition much differently than Americans who have index reads 0,45 and Singapore 0,55. Based on UNESCO Survey of Public Interested read indonesia occupied 38 of the 39 countries studied. Bank Statements World No.16369-IND (Education in Indonesia from Chrisis to recovery) mention that the rate of reading of grade VI Elementary School in Indonesia is only able to score (51.7) below the Philiphines (52,6), Thailand (65.1) and Singapore (74.0). Data of The Central Statistic year 2006 shows that the indonesian people who made read as new source of information about (23.5%) (p.182). It means Indonesia people had to found the good way also good places to got comfortable felt in reading process. Researcher found several problems at SMA Negeri 1 Talang Kelapa by gives to 2 classes which are class X. IPA and X. IPS continued interview the questions first, then gave a short story of a narrative text for students were read then, the researcher finally found reading problems. The problems are Students read the text by careful way therefore, students also produced some miss reading, when students were read English text

researcher found problems that English is not their native so when they are read were still sounds indistinctly, and students were feel unconfident because they were worry there were wrong words they acted less confident to read the text.

To overcome these problems, it was suggested that the teacher of english had to used an effective strategy. One of strategy were retelling strategy. According to Duinmeijter et al.,(2012) story retelling and story generation seem to requiered somewhat different underlied abilities, as there is corelation between narrative retelling and memory skills, whereas no connection is detected with story generation (p.47). Retellings provide a holistic representation of student understandig rather than fragmented informaation provide by answering comprehension questions. It means retelling strategy can makes the students easier to read main idea in the text and understand about the meaning words from a text.

Westerveld and Moran, (2013) define that instead, Claussal Denisty (CD) increased in story generation, but not in retelling. Our result sugest that the retold narratives were syntactically more complex than the generated stories, a finding consistent with previous studies at age five but also three years later (p.27). It means the retelling strategy makes students easier to understand the story than the story it self and created great effect for next year. The researcher chooses this title because researcher wants to used retelling as an easy to apply method is also easy to understand for students to tackle moody's on students From the explanation stated, the researcher were made a research.

Entitled “*Teaching Reading Narrative Text Trough Retelling Strategy to Improve Reading Comprehension of The Tenth Grade Students of SMA Negeri 1 Talang Kelapa*”.

1.2 Problem of the study

The problem of this study regard on “to Improve Reading Comprehension of the Tenth Grade Studens of SMA Negeri 1 Talang Kelapa”.

1.3 Limitation of the problem

In this research, the researcherwere limits the problems on “even semester students to ‘Improve Reading Comprehension of Retelling Strategy to the Tenth Grade Sudents of SMA Negeri 1 Talang Kelapa”.

1.4. Formulation of The Problem

Based on the limitation of the problem, the formulation of this study was fomulated in the following questions: Does retelling story improve students reading comprehension of narrative text?

1.5 Objective of The Study

The objective of this study is to found out retelling story improves students reading comprehension on narrative text?

1.6 Significance of The Study

The result of this study would be ed to give the contribution the follows partiesthat are conducted this researchcan be the wayto improve researcher’s knowledge on the importance of Retelling Strategy to the tenth grade students and to obtain experience which commit a deep information in research by retelling. The researcher were found the problems of *Reading Narrative* are before had research the

researcher should understand the stories, realize that should used different way to makes students interested to read text, and minimized problems of reading skill in school which is used to do research.

While The Readersread stories narrative text Hopefully the readers received knowledge and many informations by usedRetelling Strategy to the tenth grade studens, and as a good choise to improves their reading achievments so that, they can know more about Retelling Strategy. To Another Researchers hopefully the results of this study could be helpful and useful as references for them to commit a deep informations of retelling strategy. This research gave many additional informations for other researchers who want make a research on the related field and accepted this research therefore they can committed more comprehensive research.

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