TEACHING READING COMPREHENSION THROUGH RETELLING ACTIVITIES TO THE TENTH GRADE STUDENTS OF SMA KARYA IBU PALEMBANG

THESIS

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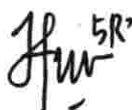
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MOTTO AND DEDICATION

"Teachers open the door, but you enter by yourself"

-Chinese Proverb-

With His grace and His bless of Allah SWT, I dedicated this thesis to .

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♥ My Green Campus

♥ My Almamater

♥ My self

ABSTRACT

Triskova, Yuni Palentina. *Teaching Reading Comprehension Through Retelling Activities to the Tenth Grade Students of SMA Karya Ibu Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1). Faculty of Teacher Training and Education, University of Muhammadiyah Palembang. Advisors: (1) Prof. Dr. Rusman, M.Pd., (2) Tri Rositasari, S.Pd., M.Pd.

Keywords: *Teaching, Reading Comprehension, and Retelling Activities.*

This thesis is entitled "Teaching Reading Comprehension through Retelling Activities to the Tenth Grade Students of SMA Karya Ibu Palembang". This study was conducted to find out whether or not there is any significant difference in reading comprehension achievement between the tenth grade students of SMA Karya Ibu Palembang who are taught through retelling activities and those who were not. The population of the study was the tenth grade students of SMA Karya Ibu Palembang in the academic yea of 2013/2014. The total numbers of students were 89 students. The sample was 60 students that were taken by using purposive sampling technique. Thirty students were in the experimental group and thirty students were in control group. In doing this study, the writer did the experimental research by using quasi-experimental or also called non-equivalent groups pretest-posttest design to two groups of students. The instrument for collecting the data used test in the form of 50 items of multiple choice questions. The test was administrated twice i.e. as the pre-test and the post-test. The result of the test were analyzed by using t-test (paired sample t-test and independent t-test). It was calculated by using Statistical Package for Social Science (SPSS) program. The result of paired sample t-test from experimental group was 18.788. Based on independent sample t-test analysis, it was found that t-obtained was 5.117 at the significant level $p<0.05$ (5%). The critical value of t-test was 2.0017 so that $5.117>2.0017$. It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It can be conclude that, there was any significant difference in reading comprehension achievement between the tenth grade students of SMA Karya Ibu Palembang who were taught through retelling activities and those who were not.

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However, the writer realize that this thesis is still far from being perfect, therefore any critics, commons, comments, and suggestions are warmly received for improvements.

Palembang,   June 2014
The Writer,

YPT

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CHAPTER I

INTRODUCTION

This chapter describes: (1) background, (2) problem of the study, (3) objective of the study, (4) significance of the study, and (5) hypothesis of study.

1.1 Background

People around the world have different languages. They use the language to communicate. But when they communicate with other people from different countries, they have to be able to communicate in a language which people understand. Brown (2011:1) state that "language is the roadmap of a culture. It tells you where its people come from and where they are going". English is an international language that all of people around the world learn it. Therefore, English becomes one of the important subjects in the schools in Indonesia. The teacher has an important role to build English competence of the students. According to Cochran (2008:9), "the teacher is attempting to expand; the objective remains the same to enchance the students 'abilities to express themselves".

English is used to face global competition as the goal of English language teaching in Indonesia, as stated in the 12 December 1967 decree of Indonesia Ministry of Education and Culture, is to give students a working knowledge of the English language with the following detailed objectives in the order of importance: first is to develop students' effective reading ability, second is to facilitate students to understand spoken English, third is to develop students' writing skill, and to develop

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students' speaking skill. In English there are four skills, they are listening, speaking, reading and writing.

According Brown (2011:3), "the ability to read is very crucial to the success of the student in school". When we relate with the Al-Quran (Al-Alaq:1), God says, "Iqro'". In English it means read. It is the first message from God to the people of the world through Prophet Muhammad as the last messages is one of language skill which is very important in our life especially for students. For student, reading is an important activity because if they read much, they will get more knowledge than others.

In reading, comprehension is an important aspect because the aim of reading is to get ideas or message from of the text what they had read. Yahya (2010:86), reading comprehension is an active thinking process that is depending not only comprehension skill but also the students' experience and prior knowledge comprehension involves understanding the vocabulary, searching the relationship among words and concept, making judgment and is important because if the students do not understand what they have read, they can not catch the idea of the writer through reading.

Based on the writer's experience of teaching in SMA Karya Ibu Palembang where the students are found difficulties in comprehending the reading text. These difficulties might have been caused by the fact that the students had not mastered the reading comprehension skills and their knowledge of vocabulary is still very limited. The students always asked the teacher to translate the text into Indonesian. Another

difficulties, they are hard to get information from the text or passage in what they read. They easily get bored with the text that they had to read.

This implies that English teachers should help the students improve their reading comprehension. Therefore, the writer is interested in applying Retelling activities in order to improve the students reading comprehension.

Stoicovy (2004), states that retelling is a process of memorizing what we listened and read. Further, stoicovy states that in relation to language teaching, retelling technique can be used as a way to promote students' comprehension and understanding of discourse. It also reinforce sequencing since it demands remembering information, events, and processes it encourages interacting with the text from a variety of perspective: their own, their audience's, and the author's. it's means that Retelling support good reading because students must engage in repeated readings of the text, which supports fluency. Naturally, retelling is its own form of assessment – since the student's recitation confirms his/her reading of it and reveals the extent of his/her comprehension.

In teaching and learning process, the teacher of English should consider some teaching strategies that can be used to accomplish a desire outcome (Cooper, 1993:135). One of strategies in teaching reading to make the reading material or instruments both interesting and comprehensible to the students in teaching process by using Narrative text and how to use story map graphic organizer in retelling activities.

Based on Reutzel (2012), story maps graphic organizer improve comprehension, and then Story Maps are used for teaching students to work with

story structure for better comprehension, story map uses visual representations to help students organize important elements of a story. Students learn to summarize the main ideas, characters, setting, and plot of an assigned reading.

National Reading Panel (2000) states that involved students in the upper elementary and middle grads, evidence also indicates that use of graphic organizers as a component of comprehension program is helpful for those with learning disabilities (Ae-Hwa et al., 2004), and children at risk for reading difficulties (Williams, 2005)

Based on the explanation above, therefore the writer is interested in doing a research entitled "Teaching Reading Comprehension Through Retelling Activities to the Tenth Grade Students of SMA Karya Ibu Palembang".

1.2 Problem of Study

The problem of the study is formulated in the following research question: " Is there any significant difference in reading comprehension achievement between the tenth grade students of SMA Karya Ibu Palembang who were taught through retelling activities and those who were not."

1.3 The Objective of the Study

Based on the research question stated above the objective of the study is to find out whether or not there is any significant difference in reading comprehension achievement between the tenth grade students of SMA Karya Ibu Palembang who were taught through retelling activities and those who were not.

1.4 The Significance of the Study

This research is expected to provide some advantages to teaching and learning activities, especially in teaching reading. The writer hopes the result of this study give some benefits to improve the teaching and learning process. The writer also hopes that the result of the study can help both teacher and students in studying English. The writer expected that retelling activities which will be applied by teacher of English in improving the activity of teaching and learning English and to enlarge her knowledge, especially in teaching reading comprehension.

1.5 The Hypothesis of Study

Hypothesis is a tentative answer for the time being about investigative problem, before the data are collect according to Arikunto (2010:109). In this study, there are two hypothesis, namely alternative hypothesis (Ha) and null hypothesis (Ho). The hypothesis is formulated as follows:

Ha : There was any significantly different achievement in teaching reading comprehension between students who were taught through retelling activities and those who were not.

Ho : There was not any significantly different achievement in teaching reading comprehension between students who were taught through retelling activities and those who were not.

1.6 The Criteria for Testing the Hypothesis

The criteria is used accept or to reject the null hypothesis used t-table with degree of freedom (df) was 58 and 5% as level of significance in two-tailed. So, the critical value t-table was 2.0017. The criteria for testing the hypotheses are as follows:

1) The alternative hypothesis (Ha) will be accepted if result of t-test calculation will be the same or greater than that he critical value (2.0017, n= 58). It means that (Ho) will be rejected.

2) The null hypothesis (Ho) will be accepted if the result of calculation will be less than the critical values (2.0017, n= 58) in the value t-table. It means that (Ha) will be rejected.

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