LEARNING READING COMPREHENSION THROUGH RETELLING TECHNIQUE

By: Erlidawati 
A Lecturer of English Department at STAIN Malikussaleh Lhokseumawe 
e-mail: syuda_0506@yahoo.co.id

Abstract
This study was the using of retelling technique in learning reading comprehension. In teaching reading comprehension have many strategies, methods, approaches and techniques. Every lecturer can apply it in teaching. Specially, in teaching English subject should more interesting than another subject, because some of the students think English subject is one of the difficult subjects. The study aimed to know the significance of retelling technique.
Retelling techniques is an oral activity in comprehending the text, a reader explain the main idea, think and remember what they read. The writer obtained same conclusion about retelling technique, there are: first, retelling technique is able to increase the students’ vocabulary. Second, retelling technique can help students in explaining main idea. Third, it can motivate students in understanding the text. The last, the students have to know and describe the point every paragraph.

Keywords: Retelling Technique, Pengajaran, Pemahaman Membaca

A. INTRODUCTION

Reading is an important activity. Through reading the students can extent their knowledge and experiences. That is why the students need to improve the reading skill. In fact each student has certain purposes to read. For example they want to know the information what is happening, what happened and what will happen. But they still confused in comprehending about the text and they get difficulty in transforming the information from the text.

As stated by Wilma, M, “Reading” is important and pleasurable activities and also as means of consolidating and extending ones knowledge (Wilma, M. River, 1984: 15). Reading is also an effort to understand an authors meaning from a written context. It involves the interpretation of printed words which in turn represent oral language (speech). Thus, written and spoken languages are closely related. Stood says that “it is no reason to believe that the rules for communicating through written language are substantially different from those for communicating through oral language (Stood Barbara, D, 1981: 27).

It is reasonable to say that reading should be given priority in the teaching English. The main problem about reading is cannot separate from comprehending the text. Otherwise, reading activities would be meaningless. Definitely, the purpose of reading is to comprehend and to get the authors messages. Then, there are a lot of benefits that can be gained by mastering reading comprehension, such as knowledge, fun and structures of the text, etc.

Therefore Reading is one of the subjects at English study programs; it has to been learnt by students from the third semester to the fifth semester. It consists of reading one to reading four. In learning reading comprehension part of students still get some obstacles like; lack of vocabulary, they have no idea how to express their idea after they read the text, and their pronunciation is bad because they seldom read the text by themselves only read the in the class. In this case, the lecturer teaches the reading comprehension with the different ways. Because the
material taught by lecturer for each reading is not the same material. So, here the lecturer has to use one strategy, method, technique or approach. It can improve the students’ ability and they can gain the new information from the passages.

In teaching learning process needs a good way how to teach fun and give a good motivation for students. The researcher uses Retelling strategy in learning reading comprehension. It can be effective in learning reading comprehension. Retelling is a strategy that less proficient reader can use to improve their reading comprehension (Patricia S.K Linda B.G, Barbara.A: 892). Retelling requires the reader to organize text information in order to provide a personal rendition of it. So, retelling strategy is one of a good way in teaching reading comprehension, the students can connect information, improves critical thinking skills, and improves all areas of language. By the reason, the researcher from text finds some problems when the students retelling the story, they cannot retell the information from the text. Because they are lack of vocabulary, they are confused what they want to tell or they lose their idea, and they are not confidence.

B. Definition of Reading Comprehension

Through reading a reader will get a lot of meaningful information on many things. Reader picks up great deal with knowledge of the world through reading. Reading for student is a bridge to understand scientific books that have to be read, as they are lack of knowledge of English, they often encounter difficulties when reading their compulsory books written in that language.

The word reading is often uses to describe both with beginners do when they are learning to read and what good reader will get a lot of meaningful information on many things. Reading is an interactive process that goes on between the readers and the text, resulting in comprehension. As according to mayor that “reading comprehension is techniques for improving students’ success in extracting useful knowledge from text” (Mayer and Richard,2003: 34).

The ability to read with direct comprehension and with fluency should be cultivated in progressive stages. When the students practice reading at first, the teacher must select the material carefully, so that the students can read with easy and enjoyment.

Kustaryo (1998: 1) says “reading in target language is really difficult. He adds that the ability to understand the target language greatly depends on ones knowledge of vocabulary.” In reading, a person has to know the symbols, signs used in text. Reading its real sense means the reader must be able to transfer what they read to their own language. They must be able to interpret and evaluate the material, exercises, reason, guessing and imagination.
Reading in the student’s native language and reading in a second language is quite different matter. Reading in their own language is easier than in the target language. They will have problems when getting new reading material which are more complex. Students who have mastered vocabulary and structure will not take significant difficulties when reading materials beginning from the lows levels up to higher ones. They not need looking at their dictionary very often.

Consequently there are some possible meanings of reading mentioned by linguistics. The linguistics say there is no specific definition of reading that is currently available to help the teachers plan for reading a structure, there just some basic aspects of reading which most authorities are in agreement. The basic aspects of reading are:

Reading is a complex process. Reading means to get information from printed page. Reading is the ability to pronouns and comprehend the printed word. Reading is interpreted signs, letter or symbols by assigning meaning to them. Reading is receiving ideas and impression from author via printed word (Russel G, 1996: 5).

Reading is one of the four basic skills in English that the student should be acquired. It is a very important skill that the students need for the success of their studies. Reading is a dynamic process in which the elements interact with other factors beside the text, in this case most particularly with the readers knowledge of experimental contents of the text (David, 1995: 70).

Reading is psycholinguistic guessing game that involves interaction between thought and language. He also says that reading is a process as cycles of sampling, predicting, testing, and conformation (Goodman, 1982: 89).

Other wise, reading need selective process, involving partial use of available minims or language clues (graphic semantic and syntactic) selected from perceptual input on the basic of the readers expectation (Goodman, 1985: 97). According to Singer, reading comprehension has been defined as an interpretation of written symbols, the assimilation of ideas presented by the writers, and the process of thinking while deciphering symbol (Singer, 1989: 29).

Talking about Comprehension skill of the text it cannot come by itself without serious efforts by both teacher and learners. In fact, if the learners are interested enough in reading, should not be any serious problems for them to improve their comprehension skill.

Richard defined “comprehension is the process by which a person understands the meaning of written or spoken language (Jack Richard, et-al, 1989: 54). As Bloom states about the humans’ ability level. The floor knowledge in the domain cognitive in six floors, they are:
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1. Know, its mean to remember some material.
2. Comprehension, it means the capability to explain the subject, and interpret the material well.
3. Application, it means capability to use the material it was studied in situation or condition.
4. Analysis, it means the capability to spell out the material or a subject in a components, but he has crook with other.
5. Synthesis, the synthesis point out to put or connect the part in the new shape.
6. Evaluation, the evaluation interrelated by the capability to make through to material (Moh Uzer Usman, 2005: 34).

C. The Purpose of Reading

Reading is an activity with the purpose. Like other activity reading also have the purpose. “A person reads a text to learn, to find out information, to be entertained, to reflect or religious practices”. Through reading the reader can learn and get the information that they expect. Reading can also entertain and sometime can make reader quiet.

The aim of teaching reading comprehension is to help students understand English text. The text may be their text book used as the hand books in their school or other material which is useful for them in order to get meaningful information for various purposes. For the purposes of reading with full understanding, beside processing reading skill, the students should also be aware that reading comprehension consist of their components. They are: Language, content, and rhetorical structure (Carell,1998: 203).

The purpose of reading is to connect the ideas on the page to what reader already knew. If you do not know anything about subject, then pouring word of the texts in to your mind is like pouring water in to your hand. Here some purposes of reading:

a) For pleasure or personal reason.
b) To find general information such as what a book is mostly about.
c) To find the specific topic in a book or article
d) To learn subject matter that is required for a class.

The overall purpose for teaching reading is to develop in reader abilities attitudes and skills, because the reader need to obtain information, fostering, reaching to ideas, developing interest and derives pleasure with reading.

The writer has a conclusion that the aim of teaching reading comprehension are:
a) To help students in their reading or giving them some idea what to expect.
b) To guide the students toward the aim points of what it is read.
c) To help the students more understand about English text.

From the points above, the aim of teaching reading is to train the students to acquire reading skill in order to obtain information or the ideas from the text and also to understand it. Because reading without comprehension or understanding is not reading. The primary purpose of reading is comprehension. “Good reading texts also provided good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language” (Richardson JS, Morgan RF, 2003: 273).

D. Kinds of Reading

To provide these necessities and brief consideration of the major kinds of reading, the researcher tries to discuss some types of reading, they are:

1. Skimming

Skimming is differing from the general rapid reading in that the student goes through the text extremely quickly. This skill can be used to skim a particular book or article to see if it useful and to judge material after rapid inspection. Skimming is useful to look at section heading. When you read quickly to get a general impression, you are not necessary searching for a specific item and key words.

The purpose of skimming is to check relevance of text and to sets the scene for the more concentrated effort that is to follow if it the text is useful.

2. Scanning

Scanning is technique in reading to search for specific part of information. One scan the text in order to get the detail information, such as names, dates, places, etc. In scanning the reader did not need to read whole of passage, however the reader will concentrate his mind on the passage that provide the information reader is looking for.

3. Extensive Reading

Extensive reading is a text which given us longer. The readers are expected to read quickly and they must be able to take global information or what they read. “Hannock states, extensive reading longer texts, usually for one’s own pleasure, this is fluency activity, meanly involving global understanding (Hancock, 1987: 4). It means that the reader are not only hoped to read long
quickly but must be able to read long text and of course by spending a long time for reading.

4. Intensive Reading

According to Grellet, “Intensive reading is reading shorter text, to extract specific information. This more and accuracy activity involving reading for detail (Franscisco Grellet, 1998: 3). Based on the statement above in intensive reading the students are stressed or hoped to extract the specific information of the reading text.

These the different types of skill are used quite naturally when reading is mother tongue. Unfortunately, when learning a second of foreign language, people tend to employ only intensive style reading skill. I have often noticed that student insists of understanding every word and find it difficult to take my advice of reading for general idea or only looking for required information.

E. Genre of Text

Sudana formulated that in his article those are readings genre divided to eleven majors, they are:

a) Narrative
b) Descriptive
c) Recount
d) Report
e) Procedure
f) News Item
g) Hortatory Exposition
h) Analytical Exposition
i) Discussion
j) Explanation
k) Review

The researcher choose narrative genre as research’s material. There are some descriptions about narrative text.

1. Narrative Text

Narrative text is a story mostly narratives are imaginary stories but sometimes narratives can be factual too. Narratives include fairy stories, fables, mystery stories, science fiction, romances, etc (Sudarwati and Eudia Grace; 2013).
2. The purpose of Narrative Text

The purpose of narrative text are to amuse or entertain the reader with actual or imaginary experiences in different ways. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem. Like myths and legends, short stories are narratives because they are concerned with talking about the events. Other examples of narrative were novels, cartoon strips, and picture books.

3. Generic Structure

Generic structure inside the text, it was formulated by Sudana, those are:

a. Orientation: the introduction of what is inside the text. What text is talk in general? Who involves in the text. When and where it happen.

b. Complication: what happens with the participants? It explores the conflict among the participants. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict.

c. Resolution: this is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended.

F. The Process of Reading comprehension

The teachers can teach the students to help them in improving their ability to understand the process of the text. Basically there are three types the process of reading comprehension. Lean said that, pre-reading, while reading and post-reading.

1. Pre-reading activities prepare the students for reading the text. They help the students gain an idea of what the text will be about and this increases their motivation to read. pre-reading strategy, but it is incorrect to assume that only a brief lecture about the reading will push struggling readers to engage with the text in their own minds. In fact, relying solely on such a practice will only enable struggling readers to continue to be dependent on the teacher to make meaning of the text.

2. While -reading activities improving their ability to interact and understand the text. During the reading process, students should be required to continually practice and apply the comprehension strategies that good readers employ almost subconsciously, such as making connections, monitoring understanding, stopping to summarize, asking questions, etc. While teacher modeling of a “think aloud” is a critical step to helping students “see” what
happens in a good reader’s mind when reading, specific while-reading strategies provide a necessary structure for helping students to practice these strategies effectively.

When students engage in these during-reading strategies, a teacher also gets a view into the thought processes of his or her students, as their “thinking” becomes visible on paper and in classroom discussion.

3. post-reading activities the process of actively engaging with a text does not end once you have completed the reading. To truly foster the active reading and writing skills that will carry the students to academic achievement in all content areas, must guide students as they process the information they have read and help them to systematically exercise their ability to clarify, connect, summarize, and evaluate. Which help the students to critically analyses what they have read. It also increase the students’ understanding of the text (Shirley Leane: 21).

G. Description of Retelling Technique

The root of retelling is “re-tell”, the based root is “tell” which is added word beginning “re” that has meaning “again”. Retelling is an oral activity in which a reader explains the main ideas of the text also, a powerful classroom tool for building comprehension (Kissner K, 2006: 234).

Retelling practically uses the cognitive skills that let the students think and remember what they have read. Anderson implies that in one of the strategies to develop the better reading comprehension is making summary, taking note, and remembering the main idea what is read (Neil Anderson, 1999: 12). Morrow concludes that retelling is one of the few activities that can be both an assessment and instructional technique. Retelling is a useful technique for checking students’ understanding (Morrow, LM, 1986: 135). Unlike answering specific question after reading helps readers to process what they have read by organizing and explaining it in others. If the students get the difficulties in read and tell the story, they can write with their own words and with supported from their teacher.

Based on the explanation above, it can be concluded that retelling technique is a one of technique in learning reading comprehension. Because retelling technique can improve students’ critical thinking skills and develop understanding of story structure.
H. The Principle of Retelling

There are many strategies offered by the experts. One of the strategies is retelling. The retelling technique is practiced to recall the gist of the passage. There has been many research conducted related with the retelling technique in improving the students’ reading comprehension. This research is practically success in developing the teaching reading. As Lu Fang Lin emphasizes “memory is a cognition process and is important for language use.” (Lu-Fang Lin, 2010: 165). He clarifies that the human memory has important role in language acquisition. The remembrance is to recall what is in the human brain has been done. This is also cognition process that helps the human to rethink about what to be gained.

Retelling is also a process of reconstructing the meaning of the text. Cited by Lu Fang Lin in the retelling, the students are engaging in the constructing the information. He also cites they states that retelling is treatment to restate the necessary information of the original text, to relate with the readers’ knowledge and what they already know, and reconstruct the text without looking at the original text what they read. In this case, retelling is a process in reconstructing the meaning without using the word or sentence of the original text. Lu-Fang Lin adds “through a meaning-making process, retelling may strengthen the reader’s retention of incoming information”. Based on the explanation above retelling can create the reader’s comprehension before and after read the story.

I. Procedure of Using Retelling Technique

In the implementation of retelling technique, there are some steps to do in retelling. Gibson, Gold, and Sgouros quoted related the steps in retelling story. The retelling technique has to do:
1. Grasp the main idea of the story
   In the retelling a passage, the students have to grasp the main idea to know about what the passage tell.
2. Describe the main events with accuracy
   The students have to describe the point of every paragraph to have description of all the contents.
3. Tell the story sequentially (with a beginning, a middle, and an end)
   In this case, the students convey all the stories since the beginning till the end.
4. Use vocabulary or phrases from the text
   To make connection, the students have to use vocabulary or phrase from the text.
5. Activate prior knowledge to enhance understanding.
   Critical thinking is boosted by connecting what is read into knowledge the
   reader has. Thus, the readers have to activate prior knowledge to enhance their
   understanding.

6. Aware of the characters and settings.
   To have more understanding of the passage, the readers add the details and
   supporting details.

7. Use details to enhance the retelling
   In the retelling the details help the listeners have details description of the
   passage.

J. CONCLUSION
   Based on the explanation above the writer concluded that in learning
   reading comprehension through retelling technique are; (1) Retelling technique is
   an oral activity that the students have to explain the main idea of the text for
   building their comprehension. (2) The students have to use the cognitive skills,
   because they think and remember what they have read in learning reading
   comprehension through retelling technique. (3) Retelling technique is one of the
   strategies to develop the students’ reading comprehension. (4) After the students
   read the text, they are making summary, taking note, and remembering the main
   idea. (5) Then, the students have to retell the text from the beginning, middle and
   the end and they describe the point from every paragraph. (6) When the students
   describe the passage, they use the vocabulary or phrase from the text. (7) Retelling
   technique can improve the students’ ability in comprehending the text through oral
   activity. They have to know the gist from the passage and get the lesson from it.

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