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Increasing the Students' Reading Comprehension Achievement Through Retelling Stories Technique at the Eighth-Grade Students

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Abstract

This research was conducted to increase reading comprehension through the retelling stories technique among the eighth-grade students' of SMP Swasta Primbana. In conducting research this research, the writer used Classroom Action Research (CAR). This research showed that teaching reading through retelling stories to the eighth-grade students' of SMP Swasta Primbana could improve their reading. The result of the research showed that the students' responses after being taught by using the retelling stories technique were good. The result of the test showed that the students' mean score on the pre-test was 58,75, on the formative test the students' mean score was 68,03, and on the post-test, the student's mean score was 81,42. The research, findings showed that using retelling stories techniques could improve reading comprehension achievement. It is advisable that English teachers apply Retelling Stories Technique in order to improve reading comprehension.

INTRODUCTION

Reading comprehension is a fundamental skill crucial for academic success and personal development. As one of the four key language abilities, reading plays a pivotal role in students' language development and overall academic achievement. However, teaching reading comprehension effectively remains a challenge, particularly when students find the process boring or unengaging. This study focuses on the implementation of the retelling stories technique as a potential solution to enhance students' reading comprehension skills. The ability to comprehend written language is at the core of reading comprehension. It involves a complex interplay between the reader and the writer, where the reader attempts to decipher and understand the writer's intended message. In today's educational landscape, where English language materials are abundant, it is crucial to develop effective strategies to help students, especially those in elementary and junior high school, improve their reading comprehension skills.

Recent observations at SMP Swasta Primbana revealed that seventh-grade students struggle with understanding texts, often focusing on difficult words rather than grasping the overall meaning. This challenge is compounded by limited English vocabulary, forcing students to rely heavily on

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dictionaries. Such difficulties highlight the need for innovative teaching methods that can make reading more engaging and effective.

The retelling stories technique has emerged as a promising approach to address these challenges. Previous studies, such as those conducted by Maemun (2018) and Tawali (2021), have shown positive results in improving students' reading comprehension through this method. These findings have motivated the current investigation into the effectiveness of the retelling stories technique in enhancing reading comprehension achievement among seventh-grade students. This study aims to evaluate the extent to which the implementation of the retelling stories technique improves students' reading comprehension compared to traditional reading instruction methods. Additionally, it seeks to identify the challenges faced by teachers in implementing this technique and develop strategies to address these challenges for effective integration into classroom practices.

The research employs a comparative approach, assessing the reading comprehension skills of students taught using the retelling stories technique against those taught using conventional methods. By analysing the relationship between student performance in retelling and reading comprehension, this study aims to provide insights into the cognitive processes involved and the practical applications of this technique in educational settings. The significance of this research extends to both theoretical and practical domains. Theoretically, it contributes to the understanding of cognitive development and reading comprehension, particularly in how active engagement techniques like retelling aid in the construction of mental models and the integration of new information. Practically, the findings are expected to impact various aspects of education, including improved academic performance, development of critical thinking skills, enhancement of oral communication abilities, increased classroom engagement, and support for diverse learners.

By addressing these research objectives, this study aims to provide valuable insights into effective reading comprehension strategies, potentially revolutionizing how reading is taught in classrooms and contributing to the broader field of language education research.

METHOD

Subject

The SMP Primbana eighth graders were the research's subject. There was just one class, with twenty-eight students total—sixteen female and twelve male. The writer selected this particular class due to the low reading comprehension of many of the kids. The Research Methodology section describes in detail how the study was conducted. A complete description of the methods used enables the reader to evaluate the appropriateness of the research methodology.

Instruments

The methodology employed in this study was comprehensive, utilizing both quantitative and qualitative data collection methods to provide a holistic understanding of the technique's effectiveness. Quantitative data was gathered through pre- and post-tests, allowing for a measurable assessment of the students' progress in reading comprehension before and after the implementation of the retelling stories technique. This approach provides concrete, comparable data to evaluate the technique's impact on student performance.

Complementing the quantitative data, the study also employed qualitative data collection methods, including field notes, questionnaires, and observation sheets. These tools offer rich, descriptive insights into the implementation process and its effects. Field notes captured the nuances of classroom interactions, student engagement, and any unexpected observations during the implementation of the technique. Questionnaires provided valuable feedback from the students themselves, offering insights into their perceptions, challenges, and self-assessed progress throughout

the study. Observation sheets allowed for structured documentation of specific behaviors, responses, and patterns related to the students' engagement with the retelling stories technique.

Data analysis procedures

Quantitative data was gathered through a series of tests: a pre-test, post-tests at the end of each cycle, and a formative evaluation. These tests were designed to assess the students' reading comprehension skills before, during, and after the implementation of the retelling stories technique. This approach allowed for a measurable evaluation of the technique's effectiveness in improving student performance over time.

Using the pre- and post-test data, the following process was applied:

$$\text{Score} = \frac{\text{Student Correct Answer}}{\text{The Total Number of Total Item}} x100$$

Classified the score into five level classification is allowed:

Table 1. Score Classification

Score	Classification
80 – 100	Excellent
66 – 79	Very Good
56 – 65	Good
41 – 55	Fair
41 – 55	Poor
<40	Very Poor

Calculating the rate percentage of the student's score:

$$P = \frac{F}{N} X100\%$$

Where :

P = Percentage
F = Frequency
N = Total number of sample

Finding out the mean score will use the following formula:

$$\mathbf{X} = \frac{\Sigma X}{N}$$

Where :

X = Mean
£ = Total
N = Total number of Sample

Finding out the standar deviation by using the following formula:

$$SD = \sqrt{\frac{SS}{N}} \text{ where : } SS = \Sigma X_1^2 - \frac{(\Sigma X1)^2}{N}$$

Where :

SD = Standar Deviation
SS = The sum of square
ΣX_1^2 = The sum of score

$(\Sigma X_1)^2$ = The square of the sum of the score
N = The total number of the object

Finding the significance between the mean score score and pre-test and post-test by calculating the value of the test:

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N\,(N-1)}}} +$$

Where :

t = Test of significance
D = The mean score of difference (X1-X2)
ΣD = The sum of the total score
$(\Sigma D)^2$ = The squer of the sum score of difference
N = Total the sample

Qualitative data was collected through three primary methods:

1. Field notes provided firsthand observations of the classroom environment, student behavior, and participation levels. This method allowed the researcher to track students' progress and engagement throughout the implementation of the technique.
2. Observation sheets, filled out by a collaborating English instructor, offered an external perspective on the teaching and learning process. These sheets documented the implementation of the retelling stories technique and recorded student attitudes during each cycle of the study.
3. Questionnaires gathered feedback directly from the students, offering insights into their perceptions and experiences with the retelling stories technique.

FINDINGS

The students' results, specifically the pre-test conducted prior to treatment, the formative test conducted following cycle I, and the post-test conducted following cycle II, provided the quantitative data. The table (Appendix I) and the score interval and frequency histogram show the full results of the students' scores on each test.

Table 2. Pre-test Score Interval

Score Interval	Frequency	Percentage
25-35	5	17.85%
36-46	3	10.71%
47-57	3	10.71%
58-68	4	14.28%
69-79	11	39.28%
80-90	2	7.14%
Total	**28**	**100%**

Scoring interval is found by this formula :

(P) $= \frac{R}{K} = \frac{Xn - X1}{1 + 3.3 \log n}$

Note:
R = The devision of distance
Xn = The highest score

XI = The lowest score
K = The sum of the whole data
N = The number of data

$$(P) \quad = \frac{R}{K} = \frac{Xn - X1}{1 + 3.3 \log n}$$

$$(P) \quad = \frac{R}{K} = \frac{80 - 25}{1 + 3.3 \log 28}$$

$$(P) \quad = \frac{65}{5,77}$$

$$(P) \quad = 11,26$$

$$(P) \quad = 11$$

The author displayed the pre-test data in a chart using the table pre-test score interval and frequency.

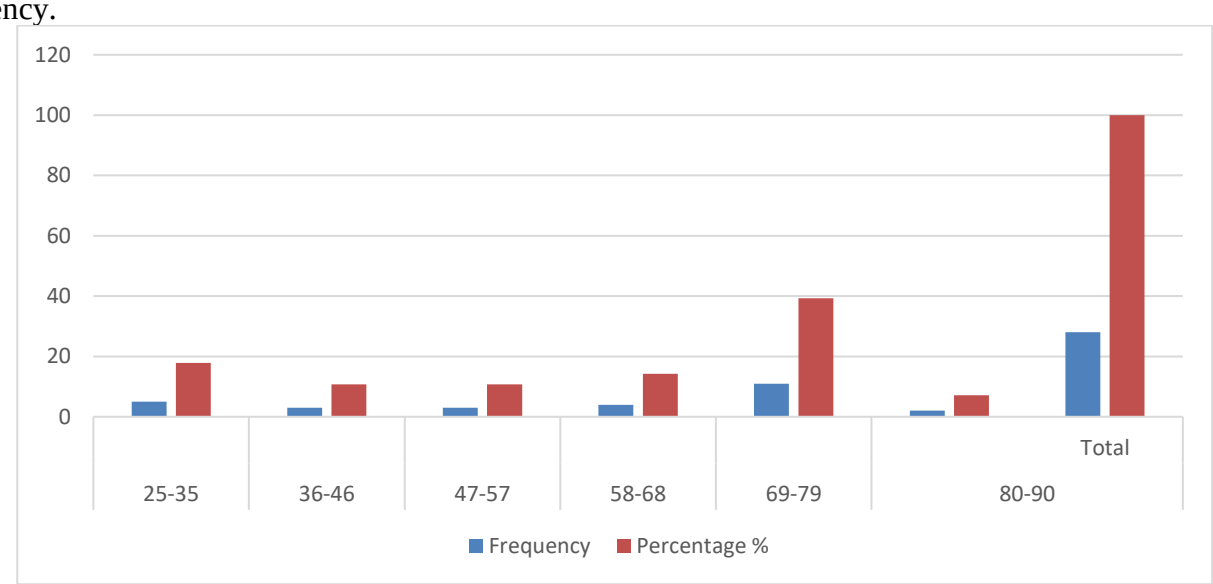


Figure1. The Histogram of Pre-test

Based on the pre-test histogram, 11 students (or 39.29%) had the highest frequency of scores between 69 and 79. Five students (17,85%) received a score between 25 and 35. Four students (14,28%) received a score between 58 and 68. Three students (10,71%) received scores between 36 and 46, while three students (10,71%) received scores between 47 and 57. Additionally, two pupils (7,14%) received a score of 80–90.

Table 3. Formative Test Score Interval

Score Interval	Frequency	Percentage
40-47	3	10.71%
48-55	4	14.28%
56-63	1	3.57%
64-71	7	25%
72-79	4	14.28%
80-87	9	32.14%
Total	**28**	**100%**

Scoring interval is found by applying by this formula:

(P) $= \frac{R}{K} = \frac{\text{X}n - \text{X}1}{1 + 3.3 \log n}$

Note:

R = The devision of distance

Xn = The highest score

XI = The lowest score

K = The sum of the whole data

N = The number of data

(P) $= \frac{R}{K} = \frac{\text{X}n - \text{X}1}{1 + 3.3 \log n}$

(P) $= \frac{R}{K} = \frac{85 - 40}{1 + 3.3 \log 28}$

(P) $= \frac{45}{5{,}77}$

(P) $= 7{,}79$

(P) $= 8$

The author displayed the formative test data in a chart using the table formative test score interval and frequency.

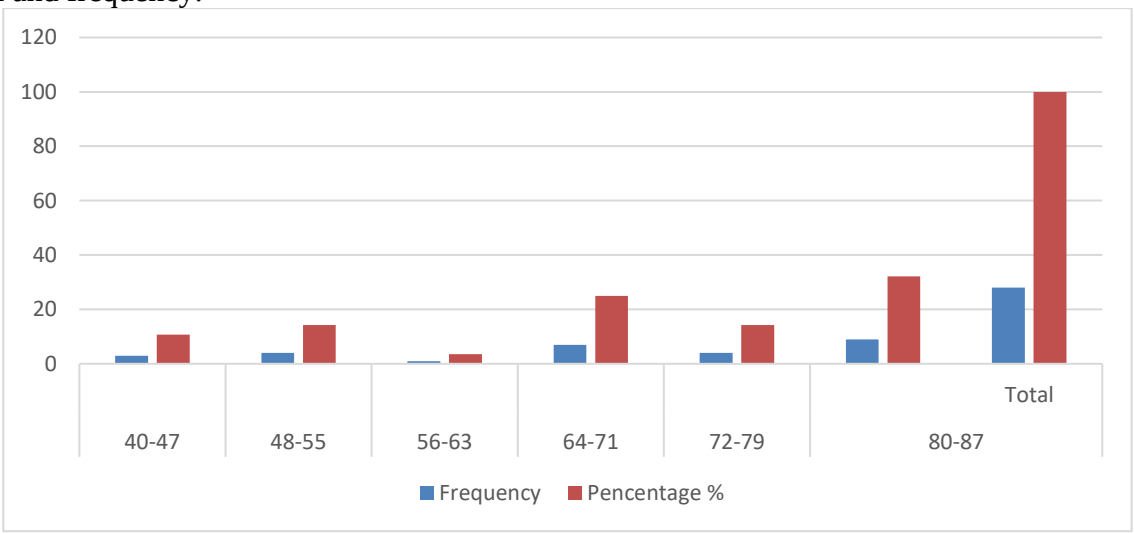


Figure 2. Histogram of Formative Test

According to the formative test histogram, 9 students (32.14%) had the highest frequency of scores between 80 and 87. Seven students, or 25%, received a score between 64 and 71. Four students (14,28%) achieved a score of 48,55. Four students (14,28%) received scores between 72 and 79 and 48 and 55. Three pupils (10,71%) received a score between 40 and 47. Additionally, one student (3,57%) received a score of 56–63.

Table 4. Post-test Score Interval

Score Interval	Frequency	Percentage%
65-69	1	3.57%
70-74	3	10.71%
75-79	6	21.42%
80-84	4	14.28%
85-89	7	25%
90-94	5	17.85%
95-99	2	7.14%
Total	**28**	**100%**

Scoring interval is found by applying by this formula:

$$(P) \quad = \frac{R}{K} = \frac{Xn - X1}{1 + 3.3 \log n}$$

Note:

R = The devision of distance

Xn = The highest score

XI = The lowest score

K = The sum of the whole data

N = The number of data

$$(P) \quad = \frac{R}{K} = \frac{Xn - X1}{1 + 3.3 \log n}$$

$$(P) \quad = \frac{R}{K} = \frac{95 - 65}{1 + 3.3 \log n}$$

$$(P) \quad = \frac{30}{5{,}77}$$

$$(P) \quad = 5{,}19$$

$$(P) \quad = 5$$

The author displayed the post-test data in a chart using the table post test score interval and frequency.

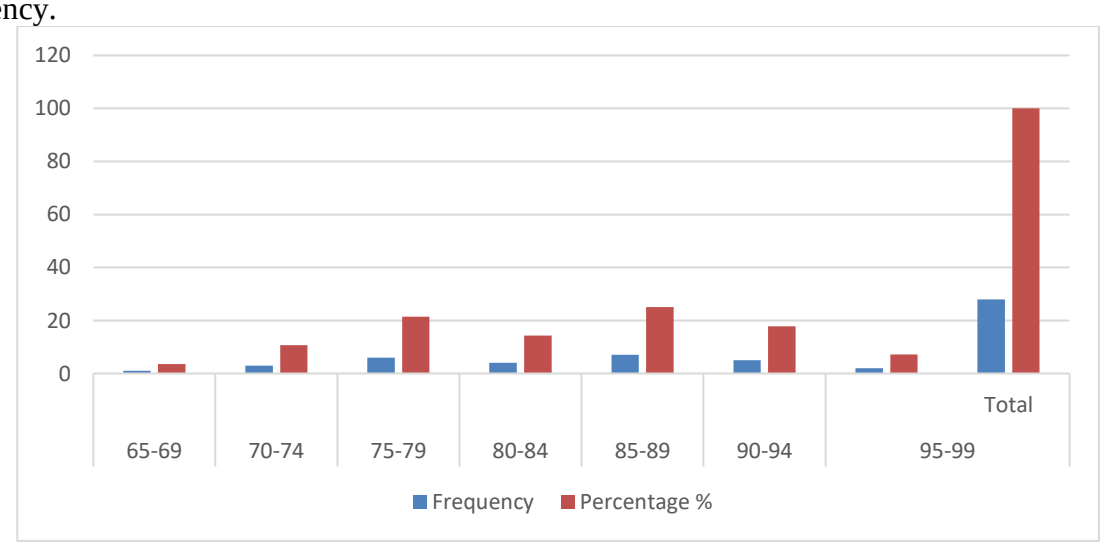


Figure 4. Histogram of Post-test

According to the post-test histogram, 7 students, or 25% of the sample, had the highest frequency of scores between 85 and 89. Six students (21,42%) received a score between 75 and 79. Five students (17,85%) received a score between 90 and 94. Four students (14,28%) received a score between 80 and 84. Three students (10,71%) received a score between 70 and 74. Two pupils (7,14%) received a score between 95 and 99. One student (3,57%) received a score between 65 and 69.

The formula below was used by the writer to determine the average score of each test taken by the students:

$$X = \frac{\Sigma x}{N}$$

The students' mean score as a result of the formula above can be seen as follows:

a. In pre-test, the total score of the students is $\frac{1645}{28} = 58{,}75$
b. In formative test, the total score of the students is $\frac{1905}{28} = 68{,}03$
c. In post-test, the total score of the students is $\frac{2280}{28} = 81{,}42$

The writer provided the following findings about the quantitative data based on the results of the formative, post-, and table tests:

Table 5. Quantitative Data

Component	Pre-Test	Formative Test	Post-Test
Mean	58.75	68.03	81.42
Median	60	70	82.5
Mode	75	80	85

The following formula was used by the author to determine the percentage of the students' improvement score from the pre-test, formative test, and post-test:

$$P = \frac{y1}{y} \times 100\%$$

Which:
P= Percentage number of the students
Y1= the number of those who get the highest mean
Y= the number of those who get the lowest mean

So, this students improvement svore from pre-test to formative test:

$$P = \frac{68{,}03 - 58{,}75}{58{,}75} \times 100\%$$

$$P = \frac{9{,}28}{58{,}75} \times 100\%$$

P = 15,79 %

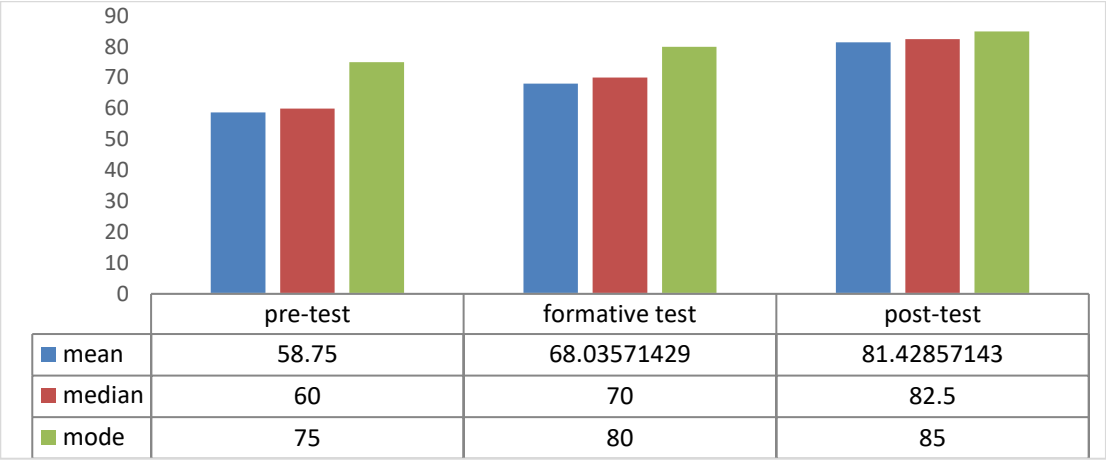
And students improvements score pre-test to post-test:

$$P = \frac{81{,}42 - 58{,}75}{58{,}75} \times 100\%$$

$$P = \frac{22{,}67}{58{,}75} \times 100\%$$

$$P = 38{,}58\%$$

As a result, the student's improvement score from the formative test to the post-test was 38,58%, and from the pre-test to the formative exam, it was 15,79%. The writer created the following chart using the quantitative data from the aforementioned table.



	pre-test	formative test	post-test
mean	58.75	68.03571429	81.42857143
median	60	70	82.5
mode	75	80	85

Figure 5. The Histogram of Quantitative Data

It can be inferred from the pupils' score results that their mean score went up. It was evident from the pre-test, formative test, and post-test mean scores. The mean score of the pupils is 58,75 in the pre-test, 68,03 in the formative exam, and 81,42 in the post-test. Then, it was evident that the students' post-test mode and median scores were greater than those of the formative pre-test. It implied that the use of the scaffolding technique allowed for the development of the students' descriptive text writing. The following table shows the percentage of students that passed the writing test:

Table 6. Percentage of students'achievement who got score >75

Test	Students Who Got Score	Percentage%
Pre-Test	8	28.57%
Formative Test	13	46.42%
Post-Test	24	85.71%

The writer used the following calculation to determine the proportion of students who met the test's Minimum Completeness Criteria:

$$\mathrm{P} = \frac{\mathrm{R}}{\mathrm{T}} X\ 100\%$$

The following formula can be used to determine the pupils' percentage score:

1. In the pre-test, the total number of the students who pass the Minimum Completeness Criteria was:

$$P = \frac{8}{28} X\ 100\%$$
$$P = 28{,}57\%$$

2. In the formative test, the total number who pass the Minimum Completeness Criteria was:

$$P = \frac{13}{28} X\ 100\%$$
$$P = 46{,}42\%$$

3. In the post-test, the total number who pass the Minimum Completeness Criteria was:

$$P = \frac{24}{28} X\ 100\%$$
$$P = 85{,}71\%$$

The data was displayed in a histogram by the writer based on the percentage of the students' successes.

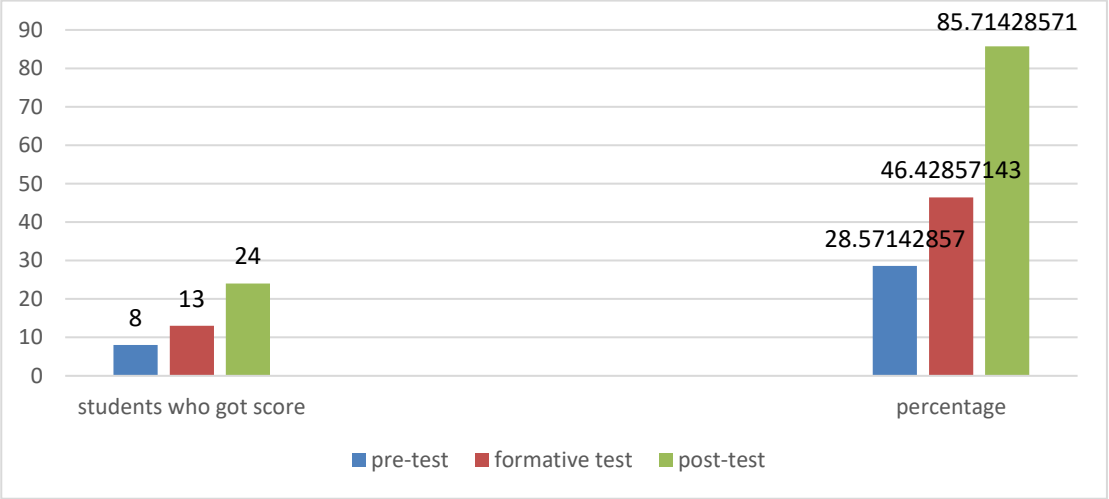


Figure 6. The Histogram of Percentage of Students' Achievement who got >75

It is clear from this table that more students were able to meet the Minimum Completeness Criteria score at the post-test following the implementation of scaffolding in instruction.

Qualitative Data

In the first meeting (July 29, 2024), the researcher administered a pre-test to gauge the students' initial reading comprehension levels. The second meeting (August 2, 2024) marked the beginning of the first cycle, where the retelling stories technique was introduced. The researcher used brainstorming to engage students, presented the Cinderella story using a projector, and asked students to retell the story in their own words. Some time management issues were noted during this session. The third meeting (August 05, 2024), the researcher administered a formative test to assess students' understanding of the previous lesson. The test was designed to measure their comprehension and vocabulary. The fourth meeting (August 09, 2024), the researcher reviewed reading comprehension and introduced the retelling stories technique. The students were asked to practice retelling the Cinderella story in their own words. The fifth meeting (August 12, 2024), the researcher conducted a discussion about the material and had students talk with each other. This activity helped them to practice their speaking skills and deepen their understanding of the story. The sixth meeting (August 15 & 16, 2024), the researcher administered a post-test to measure students' improvement in reading comprehension. The post-test was similar to the pre-test, but it included some new questions. The seventh meeting (August 19, 2024), the researcher concluded the series by thanking participants and taking a group photo. She also praised the students for their hard work and improvement throughout the lessons.

In order to determine whether or not the telling stories strategy was successful in helping students attain reading comprehension, questionnaires were used to get feedback from the students

during the teaching and learning process. This survey was completed at the conclusion of the research meeting, which covered the completion of the first and second cycles of study. The following is how the questionnaires appear:

No	Students' Contributions	Yes	Percentage	No	Percentage
1	Saya menyukai pembelajaran Bahasa inggris dengan menggunakan Retellingstory technique.	26	90%	2	10%
2	Saya lebih termotivasi untuk belajar Bahasa inggris dengan menggunaan Retellingstory technique.	26	90%	2	10%
3	Penggunaan Retellingstory technique mempermudah saya dalam mengenali kosakata/vocabulary.	26	90%	2	10%
4	Belajar dengan menggunakan Retellingstory technique membantu saya mengucapkan kata-kata dengan benar.	28	100%	0	0%
5	Saya tertarik untuk belajar menggunakan Retellingstory technique.	28	100%	0	0%

The responses provided by the 28 Grade VIII-A students who answered the questionnaires were of high quality. According to the first item, 90% of participants were satisfied they had entered the learning process, while 10% were not. In the second item, 90% of students expressed motivation to learn English, particularly when it came to writing using the strategy of recounting stories. According to the third item, 10% of students were not interested in learning English through the technique of recounting stories, whereas 90% of students were interested in doing so. The fourth item demonstrated that, when employing the strategy of recounting stories, 90% of kids could read effectively and 10% could not. And the final item demonstrated that, when the retelling of stories technique was used, 100% of kids could enhance their reading and 0% could not. According to the percentage of the survey results, it is possible to conclude that students' replies were excellent for using the recounting story strategy to reading comprehension performance because every item in the survey indicated a positive reaction from the students.

DISCUSSION

The researcher taught eighth grade VIII-A pupils at SMP Swasta Primbana reading comprehension skills by using the technique of retelling stories. The researcher, acting as collaborator, shared the study's findings with the English teacher. They came to the conclusion that using the Retelling Stories Technique could be a useful teaching and tutoring strategy for pupils. The table and histogram 4.4 displayed it. wherein each test's mean score increased. Pre-test mean score is 58,75%; formative test mean score is 68,03%; post-test mean score is 81,42%. These results demonstrated that the post-test outperformed the pre-test. Aside from that, field notes, observation sheets, and questionnaires could all show improvements. The observation sheet demonstrated that the Retelling Stories Technique was successfully used in the teaching and learning process. Students' comments and interactions in the classroom provided evidence of it. Based on all of the questionnaires, it was evident from the extremely favourable responses that students provided that they were using repeating stories to help them improve reading comprehension. When the method

was used in cycles I and II of the learning process, the majority of students were more engaged and excited.

In summary, the strategy of recounting stories proved to be efficacious and appropriate for teaching reading comprehension, since it affords students the opportunity to engage more actively, complete their practice, and work independently. As a result, after learning how to use the retelling story technique together with all of the response, interaction, and conditions students in the teaching and learning process, the students' writing scores on the pre-test and post-test improved. This section should explore the significance of the results of the study. This section allows you to offer your interpretation and explain the meaning of your results in the findings section. Emphasize any theoretical or practical consequences of the results.

The Discussion section should be a reasoned and justifiable commentary on the importance of your findings. This section states why the problem is important; what larger issues and what propositions are confirmed or disconfirmed by the extrapolation of these findings to such overarching issues.

CONCLUSION

After analysing and discussing the data, the writer made the following conclusions. Retelling stories technique can improve students reading comprehension. It was found that the students' achievement of reading comprehension improved from Pre-Test to Post-Test after Listen-Read-Discuss Strategy is applied. The students' total mean score in Pre-Test is 58,75%, the Formative Test is 68,03%, and Post-Test is 81,42%.

Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (Kriteria Ketuntasan Minimum) from Pre-Test is 58,75%, the Formative Test is 68,03%, and Post-Test is 81,42%, the students' score percentage continuously increased in each test. Therefore, it is concluded that Retelling Stories Technique can improve students' reading comprehension successfully.

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