A COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION ACHIEVEMENT OF STUDENTS THAUGHT THROUGH RETELLING STORY AND TRANSLATION

Tacca Prita Yudistira., Ujang Suparman, Sudirman.
Email: taccapritayudistira@ymail.com
Mobile Phone: +6282183603782
Institution: Lampung University

Abstract: The objectives of the research are to investigate whether there is significant difference on reading comprehension achievement between students who are taught through Retelling Story and those who are taught through Translation and to find out which one is more effective technique. This research was a quantitative research using true experimental design. The sample was chosen randomly through lottery. The data was gained by administering pretest and posttest to both classes. The test result showed that the mean score of posttest in the experimental class one was 79.75 and the mean of posttest in the experimental class two was 71.87. with probability level (p) was 0.000 which was lower than 0.05. It means that there was a significant difference on reading comprehension achievement between students who were taught through Retelling Story and those who were taught through translation and retelling story was more effectives in increasing students' reading comprehension achievement than Translation.

Key words: reading, retelling story, translation.

STUDI PERBANDINGAN PEMEROLEHAN MEMBACA YANG IAJAR MELALUI *RETELLING STORY* DAN *TRANSLATION*

Tacca Prita Yudistira., Ujang Suparman, Sudirman.
Email: taccapritayudistira@ymail.com
Telepon: +6282183603782
Institusi : Universitas Lampung

Abstrak: Tujuan dari penelitian ini adalah untuk meneliti apakah ada perbedaan signifikan pada prestasi pemahaman membaca siswa yang diajar melalui *Retelling Story* dan siswa yang diajarkan melalui *Translation* dan untuk mengetahui teknik mana yang lebih efektif. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain eksperimental murni. Sampel dipilih secara acak melalui undian. Data diperoleh dengan pemberian pretest dan posttest untuk kedua kelas. Hasil pengujian menunjukkan bahwa nilai rata-rata posttest di kelas eksperimen kesatu adalah 79,75 dan rata-rata posttest di kelas eksperimen kedua adalah 71.87 dengan tingkat probabilitas (p) adalah 0,000 yang lebih rendah dari 0,05. Ini berarti bahwa ada perbedaan yang signifikan pada prestasi pemahaman membaca antara siswa yang diajarkan melalui *Retelling Story* dan mereka yang diajarkan melalui *Translation*, dengan kata lain *Retelling Story* lebih meningkatkan prestasi pemahaman membaca siswa daripada Translation.

Kata kunci: membaca, retelling story, translation.

INTRODUCTION

Reading, as one of the basic skills of language, reading dominates the teaching materials in almost English textbooks where there are some types of reading text that should be mastered by the students of Senior High School. SMA/MA students should be able to use the language in informational level that is expected to access knowledge by the language skills. This objective is basically the same as comprehension of reading texts where the students are faced with the text written in English then they are hoped to read it in order to gather information from it. In this case, students use skill of reading in order to understand the written text. In other words, they access knowledge by reading skill.

To get the knowledge from the text, it is important for students to have a good reading comprehension. Without comprehension, reading would be empty and meaningless. Comprehension is not only intended to know what the letters stand for, but also involved power of fully understanding. Reading involves more than words recognition; that without comprehension, no reading takes place. It means that comprehension determines the essence of the reading process.

Reading comprehension requires motivation, mental frameworks for holding the ideas, concentration and good study techniques. There are many ways to be good at reading such as the readers should know the purpose in reading, they also should have awareness of type of the material they are reading, and kinds of learning strategies can also be used in reading that can help them in comprehending the reading text.

Many experts have defined reading in rather different word but basically intended the same meaning such as Smith (1982: 6) defines that reading is something that makes sense to reader and always should or Nuttal (1982: 45) who states that reading as the meaningful interpretation of printed or written symbol. He suggests that reading is an active process because it involves an interaction between thought and language. It means that the readers always activate their minds to get meaning and information while interacting with the written text. Furthermore, Smith (1982: 166) states that reading is a matter identifying letters in order to recognize words in order to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own background knowledge.

Another linguist, Dallman (1982) states that reading is more than knowing what each letter of alphabet stands for, reading involves more than recognition. That is without comprehension, no reading take place. Therefore, if the readers can read the word but can not understand what they read, they are not really reading. In reading, the readers are active and intentional constructing meaning using the message in the print and their own background knowledge. Mackay (1979) in Simanjuntak (1988: 15) defines reading is an active process. The readers from preliminary expectation about the material then select the fewest, most productive cue necessary to confirm or reject the expectation. This is sampling process in which the reader takes advantages of his knowledge of vocabulary, syntax, discourse, and the real world.

Richard (1986) defines comprehension as the process by which the person understands the meaning of the written or spoken language. It means that comprehension is mind's act or power of understanding what has been written. From these statements, the writer assumed that comprehending is the process of mind's act understanding the meaning of written or spoken language.

According to these views, it is clear that reading and comprehension are regarded as one activity which can not be separated, and each program is depending on the progress of activity of mind. In other words, reading comprehension is an activity to grasp the meaning of written materials with fully understanding. Heilman, Blair, and Rupley (1981: 242) in Amri (2011) said that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Comprehension is the result of reading.

Among many ways that can be applied in teaching reading, the researcher was used retelling story and translation. Translation has been widely accepted as one of the techniques that can be applied to present materials in classroom. With this technique, the students were supposed to be able to read a reading passage in the target language into the students' native language. According to Garrow (1972), *translation* is changing a communication (a word, phrase, and sentence) to other terms or to another form (verbal or symbolic) or to another level abstraction (simple or more complex). The definition above saying that in translation techniques, concept are built in the pupils mind from bites and pieces and from specific, and in this condition, the students will passively understand.

On the other hand, reading can also be taught through retelling story. Retelling story can be used to explain complex ideas or make important points about very real situation about the story. Teacher can use this technique to motivate students to understand and comprehend the story. In this technique, the students will be brought into an interesting and enjoyable situation, so students would be easier to comprehend the meaning and to find out the main idea of the text.

According to Karen (2001), retelling does not mean memorizing, retelling means recounting the same story into the students' own word. Retelling story requires the students to think more conceptually, to look at the bigger picture rather than answering specific question about the text. Matthew (1994) states that there are some physical aspects in retelling story, that is: eye contact, volume, body movement and hand and arm gestures. In retelling story, a story teller can combine gestures and expression.

In retelling story, there are some indicators that have to emphasize. The students and teacher should know about some indicators. The students know the indicators to get good performance when they retell the text or story, while the teacher knows some indicators to evaluate about the students retelling story performance. Retelling story is important for student because in retelling story, the students requires to think more conceptually. In retelling story students not only memorize, but also use their own language to retell the idea of the text. It is helps the students to have good concept in thinking.

Considering these techniques above can be used for teaching reading. The writer did a research to see which one of the two techniques is more effective for teaching reading at Senior High School. The researcher is interested in comparing retelling story and translation in teaching reading comprehension through folktale. Based on researchers' observation and interview to the first year students and English teacher of SMA Negeri 1 Gunung Sugih on 25th January 2012, the researcher gets some problems that become difficult for students to get good achievement in English especially in reading skill.

METHOD

To conduct this research, the researcher used *Pretest Posttest Control Group Design*. The pretest was administered first before the treatment. It was intended to measure the students' basic ability of both in order to ensure their entry point. Control class was needed for comparison purposes because it lets the writer interpret her findings more confidently. Both of them got the same materials.

Based on Hatch and Farhady (1982: 22), the researcher used the following design:

G1 (Random) : T1 X1 T2

G2 (Random) : T1 X2 T2

Notes:

G_1 = experimental Group

G_2 = control Group

T_1 = the pretest

T_2 = the posttest

X_1 = treatment by the researcher (Teaching reading through retelling story technique)

X_2 = treatment by the teacher (Teaching reading through translation technique)

After collecting the data, the writer recorded and analyzed them in order to find out whether there is an increasing in students' ability in reading comprehension of folktale or not after the treatment. The writer used Independent Group T-test to know the level of significance of the treatment effect.

The formulation is:

$$t_{obs} = \frac{\overline{X}_e - \overline{X}_c}{S_{(\overline{X}_e - \overline{X}_c)}}$$

With:

$$S_{(\overline{X}_e - \overline{X}_c)} = \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_c}{\sqrt{n_2}}\right)^2}$$

$\overline{X}_e$: Mean from the difference pre-test and post-test of experimental class and control class

$\overline{X}_c$: Mean from the difference pre-test and post-test of experimental class and control class

$S_{(\overline{X}_e - \overline{X}_c)}$: Standard error of differences between means

n : Subjects on sample

(Hatch and Farhady, 1982:111)

The criteria are:

If the t-ratio is higher than t-table : H_1 is accepted

If the t-ratio is lower than t-table : H_0 is accepted

RESULT AND DISCUSSION

The research was conducted for three weeks, started by determining population and then conducting try out, pre-test, treatments, and post-test. It was determined that class X A as experimental class 1 that taught using *retelling story* and class X B as experimental class 2 that taught using *translation*.

Before conducting the pre-test and post-test, a try out test was carried out. This test was administered in order to determine the quality of the test as instrument of the research. The try out test was administered in the class which did not belong to the experimental classes. The writer prepared multiple choices test that consisted of 35 items and conducted in 90 minutes. After analyzing the data, the writer got that 25 items were good and 10 items were poor and should be dropped. To find out the reliability of the test, the writer used statistical formula namely *Spearmen Brown's Prophecy Formula*. If the reliability tests reach 0.50 the researcher will consider that it has been reliable.

On the next meeting researcher administered pretest, pre test was administered in order to measure the entry point of the students' ability in reading comprehension of folktale and to know whether the two classes were equal or not in terms of their reading comprehension of folktale achievement before the treatments were given. The tests were conducted simultaneously in the experimental class in 60 minutes. There were 25 items of objective reading test with five optional alternative answers for each (A, B, C, D,E), one was the correct answer and the rest were the distracters. The total score of the pre test in the experimental class one was 2024. The mean of pre test was 63.25; the highest score was 80; the lowest score was 48; and the median was 64. Meanwhile, the total score of the pre test in the experimental class two was 2040. The mean of pre test was 63.75; the highest score was 80; the lowest score was 48; and the median was 66.

After conducting the pre-test for both classes, the researcher determined whether the experimental class one and experimental class two had the same basic ability

or equal knowledge by using homogeneity test. This test of equalization of variance was done by using SPSS version 20.00

The hypothesis of this test was as follow:

H_0 : there is no significant difference (equal)

H_1 : there is significant difference (not equal)

In this case, H_0 was accepted if $p>\alpha$ (p = the significant score of students, α = the significance level). Here, the researcher used the significance level 0.05. Look at the table below to know the comparison of students' pre-test score in both classes.

Table 1. The Homogeneity test of the Students' Pretest Scores in Both classes

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ttest	Equal variances assumed	,038	,846	,208	62	,836	,50000	2,39876	-4,29505	5,29505
	Equal variances not assumed			,208	61,976	,836	,50000	2,39876	-4,29508	5,29508

Based on the Table 1 above it can be seen that the two tailed significance of the pretest was 0.836. it means that p was higher than α or $p>\alpha$ ($p>0.05$, $p = 0.836$).

it could be determined that H_0 was accepted and H_1 was rejected. Besides that, the different score was not too far or, in other words, the experimental class one and experimental class two had the same level of ability in reading comprehension.

The post test was administered in order to see the students' score whether there was increase or not. The post test was exactly the same as the pre test. The tests were conducted simultaneously in experimental classes in 60 minutes. There were 25 items of objective reading test with five option alternative answers. The total scores of the post test in the experimental class one was 2552. The mean score of

post test was 79.75; the highest score was 92; the lowest score was 60 and the median was 80. Meanwhile, the total score of the post test in the experimental class two was 2300. The mean of post test was 71.87; the highest score was 84; the lowest score was 56 and the median was 72. The result of the equalization of the post-test scores between the two classes was carried out by using T-Test in SPSS version 20.0, in which the hypothesis for the homogeneity variance test was:

H_0 : there is no significant difference (equal)

H_1 : there is significant difference (not equal)

In this research, H_0 was accepted if $p>\alpha$ (p = the significant score of students, α = the significance level). Here, the researcher used the significance level 0.05.

Look at the table below to know the comparison of students' pretest score in both classes.

Table 2. The Homogeneity test of the Students' Post-test Scores in Both classes

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ttest	Equal variances assumed	,238	,628	4,173	62	,000	7,87500	1,88733	4,10229	11,64771
	Equal variances not assumed			4,173	61,967	,000	7,87500	1,88733	4,10225	11,64775

Based on the table above, it can be seen that the significant score of students was 0.000. It means that p was lower than α or $p<\alpha$ ($p>0.05$, $p = 0.000$). It can be determined that H_0 was rejected and H_1 was accepted. Besides that, the different score was so far or, in other words, the experimental class one and experimental class two had significant difference level of ability in reading comprehension.

In the experimental class one, there was increase 528 point for the total point after being given the treatments through retelling story. The highest score, 80 in pretest increased into 92 in the posttest, and the lowest score in pretest improved from 48 into 60 in the posttest. Moreover, the mean of the pretest that was 63.25 increased to be 79.75 in the posttest.

The significance value (2-tailed) was $p = 0.00<0.05$ ($p<0.05$). H_1 is accepted. It meant that there was a significance difference. Besides, from the table 4 below, there was an increase of students' reading comprehension mean from pretest to posttest that was 16.5. It can be stated that there was a significant increase of the students' reading comprehension after being treated using retelling story in experimental class one. The table below shows the result of paired sample t-test and how the students' reading comprehension score increased significantly from pretest and posttest.

Table 3. The Increase of the Students' Achievement in Experimental Class One

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PretestExperimental ClassOne - PosttestExperimental ClassOne	-16,50000	7,51772	1,32896	-19,21043	-13,78957	-12,416	31	,000

Meanwhile, the students' reading comprehension score also increased in the experimental class two though it was not as significant as in the experimental class one. These are the table of the result of the increase of the students' achievement.

Table 4. The Increase of the Students' Achievement in Experimental Class Two

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PretestExperimental ClassTwo - PostyestExperimental ClassTwo	-8,12500	4,92361	,87038	-9,90015	-6,34985	-9,335	31	,000

Based on Table 4 above the significant value (2tailed) was p 0.00<0.05 (p<0.05). H_1 is accepted. It meant that there was a significance difference. Then, the increase of students' reading comprehension mean from pretest to posttest was only 8.125 Comparing to experimental class 1(16.5 ><8.125 point), it is quite different point. Thus, look at the table below for comparison.

Table 5. The comparison of Students' Reading Comprehension Score in Both Classes

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Ttest	Equal variances assumed	,238	,628	4,173	62	,000	7,87500	1,88733	4,10229	11,64771
	Equal variances not assumed			4,173	61,967	,000	7,87500	1,88733	4,10225	11,64775

	Class	Mean	Mean Difference	Significant value	T
Posttest Scores	Experimental Class One	79.75	7.87	0.000	4.173
	Experimental Class Two	71.870			

By observing Table 5 above, there are three aspects being compared. The first is the mean of both classes; 79.75 for experimental class one and 71.870 for experimental class two. The experimental class two gained the lower average

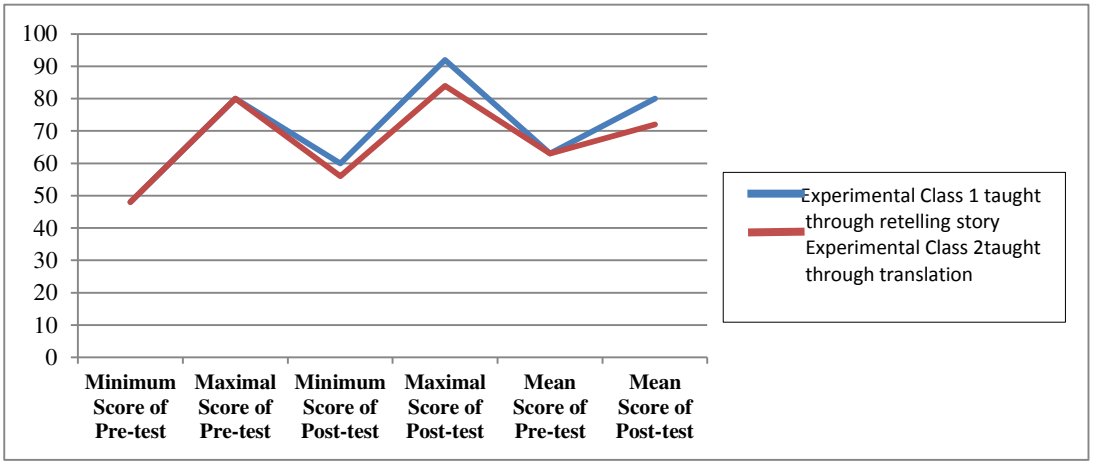
score in posttest than experimental class one. The mean difference was 7.87, meaning that the experimental class one gained 7.87 score, higher than experimental class two in posttest. The second is the significant value of students, that was 0,000 (p=0,000). Based on the table above, it can be found that the students' significant score was lower than 0.05 (0,000<0.05). The last was t-ratio>t-table (4.13>2.000) and therefore, H_0 was rejected. In simple way, H_1 is accepted that there was a significant difference of students' reading comprehension achievement between those who were taught through retelling story and those taught through translation. Lastly, the increase of both classes was gained significantly different.

Since the students who were taught through retelling story gave higher result than those who were taught through translation, it was considered retelling story was better than translation. Besides, it was also because retelling story was designed to teach students to be active and think more conceptually, to look at the bigger picture rather than answering specific question about the text as Karen's (2001) said, retelling does not mean memorizing, retelling means recounting the same story into the students' own word. Although translation was also applied use dictionary, and according to Garrow (1972), *translation* is changing a communication (a word, phrase, and sentence) to other terms or to another form (verbal or symbolic), the definition above saying that in translation techniques, concept are built in the pupils mind from bites and pieces and from specific, and in this condition, the students will passively understand so the result was not as effective as the retelling story. It was the group which were taught through

retelling story make student think more conceptually rather than only translate the text. All the students determine the specific information of the text and represented by their own word. The effectiveness of the technique giving feed back to the each students to comprehending the text. In their retelling story, the students become more active and independent readers. After all, retelling story reading was more appropriate and possible to use to increase student's reading comprehension achievement significantly. The students' activity in retelling story showed that spending more time on task during the reading lesson It was also found that the peer interaction that occurs as students work in retelling story can promote interest and persistence in the reading.

In line with the result of the research previously presented, it was found that the increase or the students' reading comprehension score in the experimental class one and two after treatments were significant, that was $p < 0.05$ ($p = 0.000$), which was based on hypothesis testing. It proved that H_0 of this research was rejected and H_1 of this research was accepted. It can be seen by comparing the increase of the students' reading comprehension scores within both groups. So it means that there is significant difference between students taught through retelling story and taught through translation. For further information it can be seen in the graphic below:

Grapich 1. The Graphic of the Effectiveness between Retelling Story and Translation



Based on grapich 3 , it can be seen that test the students' reading comprehension score in both classes, experimental class one had significant increasing and in experimental class two also increased thought it was not significant as in experimental class one.

CONCLUSIONS AND SUGGESTIONS

Given the results of the data analysis and discussion, the following conclusions are drawn:

a. There was a significant difference of students' reading comprehension achievement between those who were taught through retelling story and those who were taught through translation at the first grade of SMAN 1 Gunung Sugih. The mean score difference is 7.87, meaning that the experimental class one gained 7.87 score, higher than experimental class two in posttest. Besides that, the significant value of the posttest in both classes was 0,000 that was lower than 0.05 (0,000<0.05). T-value is higher than T-table (4.173 > 2.000).

b. Retelling story is more effective than translation to improve students' reading comprehension. The mean score difference after implementing retelling story is higher than the one after implementing translation (16.5 >8.12). It indicated that the increase in experimental class one is higher than in experimental class two. The mean or average score of posttest in experimental class one is higher than experimental class two (79.75> 71.87). The mean difference is 7.87, meaning that the experimental class gained 7.87 score, higher than control class in posttest. The significance value (2-tailed) in experimental class was p = 0.00<0.05 that meant there was a significant difference. It was also found that the students followed the reading class enthusiastically in experimental class. They enjoyed working in new technique and interesting text.

In line with the conclusions above, the researcher suggests that :

1. The teacher should apply retelling story because students who are taught through retelling story get significant difference of students' reading comprehension achievement than students who are taught through translation.
2. The teacher should apply retelling story because retelling story is more effective than translation it is shown by the mean score difference after implementing retelling story is higher than translation.

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