

The Effect of Written Retelling Technique on Students' Reading Comprehension Seen From Their Motivation

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Abstract

This study was an attempt to utilize the effect of written retelling technique on students' reading comprehension seen from their motivation. To get the data, the researcher applied the quasi-experiment factorial research design. The first-grade students of SMAN Almunawariyah Bululawang Malang which consisted of 39 students were chosen as the sample. They were classified into two groups. The experimental group taught using written retelling technique, while the second group got an oral retelling technique. Pretest, posttest, and questionnaire were implemented as the instruments. The result of two way ANOVA showed that students taught using written retelling technique have a significant difference in score than oral retelling technique. It was found that the significant value of the study was lower than the critical value ($0.026 < 0.05$). The researcher also found that there was a significant difference in score between high motivation students and low motivation students in reading comprehension. It was found that the significant value of the study was lower than the critical value ($0.00 < 0.05$). While in case of interaction, the researcher found that there was no interaction between the written retelling technique and students' motivation. The significance value of the study was higher than the critical value ($0.258 > 0.05$). It could be concluded that the written retelling technique was effective to be implemented in the reading process, but it did not have any interaction when combining with the motivation level of the students.

Keywords: effect, written retelling technique, oral retelling technique, reading comprehension, motivation

Indonesia was classified as a nation with a low interest in reading. Based on a study conducted by Central Connecticut State University in 2016, Indonesia was placed 60 out of 61 most literate nations in the world (Jakarta Post, 2016). It indicates that the interests of literacy in Indonesia are worst and daunting. Therefore, reading should be considered, prioritized and given much attention.

In the education field, reading is classified as one of the most crucial aspects of the learning process. Anderson as cited in Nirmala (2014) states that reading is a fundamental skill that should be understood by foreign language students. Through reading, students are able to get much information they need. So they can develop their understanding and knowledge. They are also able to increase their competence in language proficiency since reading consists of many linguistic aspects and components.

Unfortunately, many students got some problems when they have to read even though it had been taught from elementary to the high school level. Syatriana (2010) claimed that every level of students found some trouble in the reading process. In this case, some of them are lack of vocabularies, while others are difficult in determining the main idea.

Another problem why reading is difficult to be mastered by the students related to the teaching strategy used by the teacher. In Indonesian schools, many teachers applied the conventional method in teaching reading comprehension. Harputra and Ramadhani (2016, p. 1) covered the activities of a conventional method such as “making a list of difficult words, translating their meanings into the first language, asking students to read loudly and silently, and having students answer the questions related to the text”. There are only limited kinds of strategies applied to encourage students to read effectively and efficiently.

On the other hand, the teacher also explains the material without giving the students a chance to explore their idea and knowledge. It makes them passive in

the class since the process of reading is dominated by the teacher. Consequently, the students did not have any good strategies of how to comprehend the text.

Therefore, to overcome these problems the teacher should apply any kinds of strategies and technique. One of the most appropriate technique is using retelling techniques. It is an activity in which the reader retells the material that had been read. In this process, the students collect some important point from the text and link it to their background knowledge and experience in order to be constructed by their own word.

There are many types of retelling technique. In this study, the researcher focuses only on two types. Namely, written retelling technique and oral retelling technique. Written retelling technique is a kind of techniques in which the students have to retell the materials have been read in a written form. Manyrawi (2013) stated it is a subconscious process that facilitates the students in representing the material that had been read in a new written form. On the other hand, oral retelling technique refers to a conventional method that usually used by the teacher in which the students have to read the text and retell the material orally in front of the class.

Some researchers (Hemmati&Kashi, 2013; Manyrawi, 2013; Widiati& Sylvia, 2017) have conducted a study related to this technique. In this case, the results of their studies are debatable. Hemmati&Kashi (2013) found that oral retelling technique was performed better than summary writing technique and a conventional method. On the other hand, Manyrawi (2013) and Widiati& Sylvia (2017) found that written retelling strategy was effective to be implemented in the reading process than oral retelling technique. Therefore, the researcher is

interested to conduct another study in order to know whether the written retelling technique has any significant effect on reading comprehension or not.

However, all the previous study (Hemmati&Kashi, Manyrawi, Widiati& Sylvia) focusing on the effect of the written retelling technique related to the achievement of the students. They do not investigate yet how written retelling technique seen from their learning motivation. In fact, motivation is a crucial factor in the learning process. Donyei (2001) stated motivation as a foundation of human knowledge that determines the success or failure of the students in the learning process.

Having good motivation makes the students feel comfortable during the learning process. It could also make them focus and curious about the topic is given. On the other hand, the students have a big possibility to be failed if they have low motivation. It is because they feel bored and lazy during the reading process. It is as faced by the students at SMA ALMunawariyah Bululawang Malang in which the researcher conducted this study. Based on the explanation of the teacher, many students had low achievement in reading comprehension. In this case, their scores are below the minimum criteria of the school. The researcher thinks that it is related to the inappropriate strategy used in the class. Besides, it is also related to low motivation students.

Based on the reason above, the researcher is inspired to conduct another study in order to explore the issues about the written retelling technique and motivation level of the students. The researcher is committed to investigating whether written retelling technique has any significant effect on students reading comprehension or not. The researcher believes that it is necessary to conduct this

study because the result of this study could give a view in developing recommendations for improving student ability in comprehending narrative text towards this technique.

Method

In this study, the research applied quasi - factorial research design. It was chosen in order to analyze and investigated the effect of written retelling technique on students reading comprehension seen from their motivation. Besides, the researcher used this kind of study because all classes in SMAN Al MunawariyahBululawang Malang have their own fixed schedules, and the researcher was not allowed to make some new classes. Therefore, the researcher used the existing class provide by the school.

However, the population of this study was all the first - grade students of SMAN Al MunawariyahBululawang Malang. In this case, the researcher took two classes as the sample. They were class XIPS 1 that consisted of 19 students and class XIPA 1 that consisted of 20 students. Then they were divided into two groups using small paper. Class XIPS 1 as the experimental group taught using written retelling technique, and class XIPA 1 as the control group taught using oral retelling technique.

In order to collect the data of experiment group and control group, the researcher conducted 3 meetings. Each meeting took 2 x 45 minutes. It was conducted in both groups. In the first meeting, the researcher conducted pre-test. It was used to check whether the score of both groups was equal or not. In this

case, the researcher gave them 20 questions of multiple choice. The right answer got 5 scores and the wrong answer got 0 scores.

After conducted pre-test, the researcher then distributed the questionnaire of motivation to the students. It is used to investigate the motivation level of the students. Whether they consider being high motivation or low motivation students. In this case, the researcher gave them 20 questionnaires that were developed through the Likert scale. For positive statements, the scores are 4,3,2,1 and for the negative statements, the scores are 1,2,3,4.

In the second meeting, the researcher gave the treatments to both groups. In this case, they were given the same material but with different techniques. In the experimental group, the researcher gave written retelling technique while in the control group the researcher gave oral retelling technique.

After getting the treatment, the students were given the post-test. It was used to investigate whether there was significant difference score between the written retelling technique and oral retelling technique. In this case, the researcher gave them 20 questions of multiple choice. The right answer got 5 scores and the wrong answer got 0 scores.

To analyze the data, the researcher used two way ANOVA on SPSS program 20. It is because the data were normally distributed and homogenous. So, the researcher is able to use a parametric method.

Results and Discussions

To find out the result of the study, the researcher analyzes the data by computing the scores of pre-test and post-test between two groups (experimental and control

group). In this case, the researcher used two way ANOVA. The result could be seen in table 4.1 below.

Dependent Variable: score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	736.993 ^a	3	245.664	10.038	.000
Intercept	203297.749	1	203297.749	8306.613	.000
Class	131.634	1	131.634	5.378	.026
Motivasi	483.179	1	483.179	19.742	.000
Class * Motivasi	32.296	1	32.296	1.320	.258
Error	856.597	35	24.474		
Total	206950.000	39			
Corrected Total	1593.590	38			

Table 4.1: Result of two way anova

From data on table 4.1, it was found that significant value of experiment and control group was .026. While the significance value of motivation was .000 and significant value of interaction between motivation and class was 0.258. To know whether the data was significant or not, the researcher tests the hypothesis.

The first problem of this research was there is a significant difference between students taught using written retelling technique and students taught using oral retelling technique. The researcher proposes two hypotheses. The alternative hypothesis is there is a difference score between students taught using written retelling technique and oral retelling technique. The null hypothesis is there is no significant difference score between the written retelling technique and oral retelling technique.

Through the SPSS program, the researcher found that there is a significant difference score between the written retelling technique and oral retelling technique. In this case, the value of the study was 0.026. It is lower than the critical value of 0.05. It means that the alternative hypothesis who stated there is a significant difference score is accepted and the null hypothesis is rejected

The second hypothesis of this study was there is a difference in score between students who had high motivation and students who had low motivation on reading comprehension. Through analysis using the SPSS program, it was found that the t value was 0.000. It was lower than the significance value of 0.05. It means that the alternative hypothesis was accepted and the null hypothesis was rejected. In other words, there is a difference score between students who had high motivation and students who had low motivation in reading comprehension.

The last hypothesis of this study was there is the interaction between the written retelling technique and motivation of the students. Based on the analysis, it was found that the t value was 0.258. It was higher than the significance value of 0.05. It means that the null hypothesis was accepted and the alternative hypothesis was rejected. It could be stated that there is no interaction between the written retelling technique and motivation of the students.

There are some factors why written retelling technique outperformed than the conventional method. First, it helped the students organize and memorize the main idea of the text. Through written retelling technique, the students are trained to read the text critically. They have to take the most important part of the text in order to construct and shared again using their own word. It makes them aware of

which part of the text is important. So when the teacher gives them questions, they can answer correctly.

Second, written retelling technique builds the knowledge of the students on how to comprehend the text. It is because the students did not only learn from the explanation of the teacher, but they also learn from the explanation of their friend. In this case, they are more active during the learning process. Because written retelling technique asked them to work cooperatively

The last, written retelling technique makes the students have the interest to read the text. It is related to the fact that they are not forcing the same activity as the conventional method usually do. In this case, they not only have to read the text, but they also have to retell the text in a new written form using their own word. It challenges them to be active and creative.

It is different from the condition of the control group taught using oral retelling technique. Although there was a difference score on the posttest, it was not higher than using written retelling technique. It is because they don't have any technique to arrange or taking some important point from the text. They only read the material without knowing in which the most important part that usually appeared on the question. It makes them easily forget the text that had been read. So they should read it many times. As a consequence, they feel bored and frustrated.

On the other hand, the researcher also found that there is a significant difference in score between high motivation students and low motivation students. In this case, high motivation performed better than low motivation students. The

indicators are the high motivation students got a better score than low motivation students whether on the pre-test and post-test.

This result proved that high motivation students have a big possibility to be successful in the learning process. It is because they have an effort to achieve their goal. As Sardiman (2007) stated, “Motivation is a series of effort to provide condition, so someone wants and desire to do something”. In this study, the high motivation seriously following the instruction given by the researcher, so they are able to comprehend the text as the researcher wants. They are also active during the discussions. It makes them get much information than low motivation students.

Related to the interaction between written retelling technique and students’ motivation, the researcher found that there was no interaction among them. It means that reading comprehension was not affected by the motivation level of the students. But it was affected by the use of a written retelling technique.

In this case, the researcher does not need to consider about motivation level of the students when implementing this technique. It is because the motivation of the students did not give any effect for the implementation of a written retelling technique. These findings were contradictive with Dorneyi (2001) who stated that “motivation has a very important role in determining success or failure in any learning situation”. It means that motivation did not impact significantly on students learning process when it combining to written retelling technique.

Conclusions and Suggestions

Based on the result of the study, the researcher concluded that the written retelling technique is a very effective strategy to be implemented in the teaching and learning process, specifically in terms of the reading process. It is because written retelling technique does not only make the students able to retain information from the text, but also make the students able to link it to their background knowledge and experience. In addition, it also pushes the students to be active during the learning process. Since they have to work cooperatively with their friend.

On the other hand, the researcher also concluded that motivations have an important part in the success of the students reading comprehension. The higher the motivation students have, the easier for them to comprehend the text. It is because they have the energy to achieve their goal. It makes them aware and serious in answering the questions provided by the researcher.

Then based on the conclusions of this study, the teacher offered some suggestion to English teacher and future researchers. First, related to the success of the technique used in this study, the researcher suggests the English teacher implement written retelling technique as an alternative technique to help the students improve their reading comprehension in the class. In this case, the teacher could implement it in another subject and level.

Second, for the future researchers who want to conduct the same study, the researcher suggests implementing this technique in another grade and level of education. In addition, it could also be implemented in different kinds of independent variables such as intrinsic and extrinsic motivation.

The last, in order to get the maximum result of the study using this technique, the researcher suggests using this technique in a longer duration for the treatment. It is because, in this study, the researcher only conducts one meeting to treat the students. Although there was a difference in score, it did not significantly affect the students.

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