



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 4 Tahun 2023 Page 2134-2141

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## Exploring Students' Experience In Using Story Retelling Strategy In Reading Comprehension Of Narrative Text

Lina Khusmiati<sup>1✉</sup>, Sidik Indra Nugraha<sup>2</sup>, Dedeh Kartini<sup>3</sup>

Pendidikan Bahasa Inggris, Universitas Singaperbangsa Karawang

Email: [linakhusmiati16@gmail.com](mailto:linakhusmiati16@gmail.com)<sup>1✉</sup>

### Abstrak

Tujuan dari penelitian ini adalah untuk mengeksplorasi pengalaman siswa dalam pembelajaran memahami bacaan dalam menggunakan strategi bercerita kembali pada teks naratif. Partisipan penelitian ini adalah 15 siswa kelas dua SMP. Penelitian ini menggunakan desain penelitian fenomenologi, dan pengumpulan datanya melalui observasi dan wawancara. Hasil penelitian menunjukkan bahwa secara keseluruhan siswa mengalami pengalaman positif ketika mempelajari pemahaman bacaan pada teks naratif dengan menggunakan strategi story-retelling. Pengalaman ini sehingga meningkatkan semangat belajar siswa karena mereka merasakan kegembiraan saat belajar. Perasaan antusias ini juga mendorong siswa untuk menikmati membaca dengan menggunakan strategi ini di masa depan.

Kata Kunci: *Pengalaman siswa, strategi Menceritakan Kembali Cerita, pemahaman bacaan.*

### Abstract

The purpose of this study is to explore students' experience in learning reading comprehension in using the story-retelling strategy of narrative text. The participant of this research is 15 second-grade students in junior high school. This research uses a phenomenology research design, and the data was collected through observation and interview. The result indicated that overall the students underwent positive experiences when learning reading comprehension on narrative text using the story-retelling strategy. This experience thus improves students' learning enthusiasm as they felt joyful while learning. This feeling of enthusiasm also encourages students to enjoy reading using this strategy in the future.

Keyword: *Students' experience, Story Retelling strategy, Reading Comprehension*

## INTRODUCTION

Reading is one of the language abilities that ought to be mastered really well by students. Such as the three other English abilities, the ability to read English requires certain media and strategies to make it easier to get reading comprehension fluently. Brown (2001) stated that reading comprehension is primarily a matter of developing efficient comprehension strategies for the majority of second language learners who are already literate in their native language. Reading comprehension such as when reading narrative text, is not only for knowing the context of the text but more than that for its meaning. In addition, reading may be categorized into two types, that is intensive reading and extensive reading. Intensive reading focus on the linguistic detail of a text (Brown, 2001). Whereas, extensive reading focus on the meaning and fluency development strands of a course, depending on the level of the book that the learners read (Nation, 2009).

English as a foreign language for students requires more effort to comprehend when reading English, be it for personal or academic purposes. As stated by Yulia Estin P (2014) in her thesis, not only do teachers need various strategies but students also need reading strategies for improving their reading comprehension. Reading strategies give a lot of ways how we could understand what we read in an effective and efficient way, several reading strategies are used to obtain information more quickly and more accurately. Therefore, these reading strategies would help people to get information about what they have read. People can get information about the written text that they have read by reading comprehension. One strategy that is assumed effectively be able to assist students' reading comprehension is the Story Retelling strategy which was established by Palinscar and Brown in 1984. This statement also described by Patricia & Catherin (2012), is that the Story Retelling strategy encourages reading for meaning and language development and when students are required to retell a story, they reconstruct the story, digging deep into various story events, actions of the characters, and their intentions.

According to Brown & Cambourne (1987) The language-rich benefits students derived from engaging in retelling stories there are (1) students acquired an understanding of text structures, vocabulary, and text conventions, (2) they developed an awareness of the process that was involved in the reconstruction of the text, (3) they gained reading flexibility, that is they employed different strategies for different reading tasks, (4) students used a range of text conventions in their own writing. Subsequently, in this study focus on exploring story retelling strategy in reading comprehension. Another reason that strengthens the selection of the

learning strategy used in this study is the compatibility between the learning strategy and the curriculum applied in schools. The results of the researcher's observations stated that the object school used the 2013 Curriculum (KURTILAS). Which one, the theme of development in curriculum which is in line with the story-retelling strategy is that the 2013 curriculum can produce Indonesian people who are productive, creative, innovative and affective, through strengthening integrated attitudes, skills and knowledge.

Based on some descriptions and current conditions above, the researchers took this topic to provide information and advantages from the research findings for students and teachers. Therefore, the teacher must carefully know the factors that influence maximizing students' understanding of the text. That could be received not only by teachers who need strategies in teaching but also by students that who could help solve problems in the reading comprehension process.

## METHODS

This study aims to report students' experiences to find out the ways of story retelling strategy help students in learning reading comprehension. So, this research uses the qualitative research method, the purpose of the qualitative method is to understand, describe and explain beliefs, behaviours, and meaning in a context-specific setting (Wu & Volker, 2009). Therefore, this study will use qualitative methods that are used the instrument by observation and interviews to obtain the data. Phenomenology research design is correlated with this research aims, that is explores the use of story-retelling strategies in learning reading comprehension of narrative texts by looking at the extent to which this strategy helps students in the process of learning to understand narrative texts. This research design can clearly understand and describe the phenomena that occur in the field.

The participants of this research consist of second English students of junior high school in West Bandung, Indonesia. Participants as much as 15 students who were categorized into the top fifteen rankings in their class in the eighth grade of junior high school. The age of participants from 14-15 years with English beginner criteria. Researchers collect data regarding concepts, opinions, stances, attitudes, assessments, and giving meaning to situations or experiences in life. For taking the collection of data in this phenomenology study, the researcher would be taking observation and interview one by one participant with take records after all of the procedures have been done. To conduct this interview process, the researcher adopted the interview technique by Mark T (2014) which consists of three main domains. (1) Contextualization

(natural attitude and life-world), (2) Apprehending the phenomenon (modes of appearing, natural attitude), and (3) Clarifying the phenomenon (imaginative variation and meaning). This data analysis model from Miles and Huberman (1992) guided in this research consists of four main components that are data collection, data reduction, data display, and drawing conclusions/verification.

## RESULTS & DISCUSSION

Students interact with the teacher, peers, and the materials generally

To explain this subsection, the researcher directly observed students' interaction when learning reading comprehension on narrative text using a story-retelling strategy. This meeting was held on Tuesday, May 25, 2023, the researchers made observations in class from 10.30 to 11.50. At this meeting, the researcher first conveyed the intent and purpose of entering the class, namely to observe narrative text learning using story-retelling strategies in the classroom where the researcher acted as a teacher as well as an observer. The researcher asked for permission to return to teaching narrative text materials such as definitions and generic structures in narrative texts. After that, the researcher applied the story retelling strategy with the Instructional Procedure which has been described in the research methodology section. During teaching the researcher pays attention to student activities in the class by referring to the observation checklist instructions to see how students interact and behave in disruptive behaviour or inattentive behaviour.

The interaction in learning using story-retelling strategies in a narrative text has been mentioned by Amato and Ziegler (1973) in the book Muth, K. D. (1989) *Children's comprehension of text*, he said that retelling allows children to play a large and active role in reconstructing stories and provides interaction between the storyteller and the listener. Therefore, the researcher tries to explore more deeply the interaction of junior high school students using this strategy.

Based on the data found that the students felt that they enjoyed learning without any pressure from the teacher or friends. Therefore, researchers observed disruptive and inattentive behaviour in students. The results of observations found several disruptive behaviours that were sometimes carried out by some students in the class during learning, such as acting restless being unable to sit still on their chair or desk, needing to be reprimanded when they are noisy,

or talking with classmates too much when the teacher/researcher is explaining or when other friends are coming to the front of the class to read stories and annoy or interfere with peers' work. Then the students' inattentive behaviour during learning reading comprehension on narrative text such as sometimes a small part of them being withdrawn, uncommunicative on student introvert and doesn't take independent initiative, must be helped to get started and kept going on work, but any student that never doesn't seem to know what is going on in class.

Using the story-retelling strategy encourages students to practice reading English texts

Successful learning is learning that produces output and feedback according to the teacher's expectations. After learning students are expected to get results through the learning process, namely by achieving competencies or learning components that have been determined previously. In this study the schools studied determined the 2013 curriculum learning competencies, which aim to produce Indonesian people who are productive, creative, innovative, and elective through strengthening integrated attitudes, skills, and knowledge (UU 20/2023) in the presentation of the deputy minister of education and culture the republic of Indonesia in the field of education (2014). He also mentioned that the learning concept adopted is a scientific approach to increase the creativity of students through observing, asking, trying, reasoning, creating, and communicating. This is in line with the research procedures in this study. To further review how the strategies used by researchers can produce positive outputs and feedback for students.

The story-retelling strategy in narrative text received positive feedback from students because the strategy is suitable for learning reading comprehension in narrative text and is easy to understand and apply in the future. In addition, students become motivated to prefer reading one day using this strategy. The researcher also tried to strengthen students' statements by observing further related to increasing student learning by seeing how far the students' efforts were in learning this time and how students became more initiative in learning.

Students' effort during learning reading comprehension on narrative text that students always pay attention in class when the researcher explained the material or instructions and work well with other children when researchers instruct them to observe narrative text together with their peers. But some students sometimes complete the seatwork assignment, meaning here there are still students who do not complete the task properly, that is, it is only important to do this, as seen from the results of the summary in retelling the narrative text. There are also

some students who are persistent when facing difficult problems, but sometimes if it gets stuck the student will fill in the task without considering the truth. But when students face these problems, of course, they will try to complete the task even when they have difficulty because if they don't complete the task, they will know the consequences.

Students get discouraged and stop trying when encountering obstacles in set work: easily frustrated, student efforts at this statement are made by a small number of students, therefore the researcher states this statement as an activity that is sometimes carried out by students. Students approach new assignments with genuine effort, I think this is a statement that is never shown by students, because every student gets a task, then the task is considered a burden by him. Likewise, when students take the initiative during learning reading comprehension on the narrative text students always participate actively in discussions and always ask questions to get more information to researchers or friends. Sometimes students attempt to do his/her work thoroughly and well, rather than just trying to get by, and sometimes students raise his/her hand to answer a question or volunteer information.

## CONCLUSION

Based on the observation and interview data, it can be concluded that learning reading comprehension on narrative text using the story-retelling strategy gave positive experiences to students. The positive experience that is the story-retelling strategy is giving a feeling of enthusiasm to students when learning, such as students feel enjoy, fun while learning, and students like learning using this strategy. Besides, the story-retelling strategy helps students to understand the narrative text easily without feeling bored during learning. This feeling of enthusiasm when learning also encourages students to enjoy reading with this strategy in the future. Also, the story-retelling strategy makes them comfortable learning and interacting with teachers and peers in class.

## REFERENCES

- Muth, K. D. (1989). *Children's Comprehension of Text: Research into Practice*. International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (No. 744; \$10.50 member, \$15.75 nonmember).
- Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *International reading teacher*, vol. 61, no. 5, pp. 364-373. doi: 10.1598/RT.61.5.1.
- Phillips-Pula, L., Strunk, J., & Pickler, R. H. (2011). Understanding phenomenological approaches to data analysis. *Journal of Pediatric Health Care*, 25(1), 67-71.
- Al Agha, A. A. M., & Firwana, S. (2013). *The impact of using written retelling strategy on improving reading comprehension achievement and retention for ninth graders in Palestine* (Doctoral dissertation, The Islamic University of Gaza).
- Defrioka, A. (2014). Retelling: An alternative strategy in teaching reading narrative text. SELT.
- Prihandini, Y. A. (2014). Students' Perception on Reading Strategies For Improving Reading Comprehension. *Universitas Pendidikan Indonesia*. Bandung.
- Mark T. Bevan (2014). A Method of Phenomenological Interviewing. *Qualitative Health Research* 2014, Vol. 24(1) 136-144. DOI: 10.1177/1049732313519710
- Ghorbani, M. R. (2014). Story Retelling and the EFL Vocabulary Learning Process. *The Iranian EFL Journal*, 11, 398.
- Defrioka, A. (2015). Making Students Comprehend Narrative Text with Retelling Strategy. *Lingua Didaktika*, volume 9 no 1.
- Patricia S., Koskinen., Linda B., Gambrell., etc (2016). Retelling: A strategy for enhancing students' reading comprehension. Willey on behalf of the international reading association.
- El-Samed, M, A, K, A., El-Bassuony, J, M., & El-Henawy, W, M, (2018). The effectiveness of story retelling strategy in developing some English speaking skills of secondary students. *Journal of faculty of education*, no. 116, part 3.
- Helaluddin, H. (2018). Mengenal lebih dekat dengan pendekatan fenomenologi: sebuah penelitian kualitatif. *Jurnal ResearchGate*, 1-15.
- Gandaputra, E. Y. (2018). Pengantar Studi Fenomenologis Dalam Penelitian Teologis. *Te Deum (Jurnal Teologi dan Pengembangan Pelayanan)*, 8(1), 1-16.
- Rudiawan, & Jupri,. (2020). Retelling Strategy Towards Students' English Reading Comprehension at Senior High Schools. *Journal of languages and language teaching*, vol. 8, no. 4. doi: <https://doi.org/10.33394/jollt.v8i4.2815>

- Prilianti, D., Tahrún., & Mulyadi. (2021). Improving the tenth-grade students' reading comprehension achievement of narrative text and reading interest by using guided reading strategy. *Atlantis Press*, Volume 565.
- Larsen, H. G., & Adu, P. (2021). *The theoretical framework in phenomenological research: Development and application*. Routledge.