

Improving Students' Reading Ability Through Retelling Technique

Susanti ^{1*}, Nurhikmah ²

¹ SD Negeri Candimulyo 01, Indonesia

² PPG Universitas Negeri Makassar, Indonesia

santicemplok83@gmail.com

Abstract

The aim of this study was to improve reading skills on the competency standards for understanding short texts by reading aloud through the retelling technique of the first graders of SD Negeri Candimulyo 01. The approach used in this study was a quantitative approach, with the type of action research. In this study researchers collaborated with other teachers as well as with the principal. get accurate research results, the data that has been collected to be analyzed statistically, namely using the formula mean or average. Referring to the action hypothesis proposed in class 1 action research, totaling 16 students in pre-cycle average assessment 57.12 learning completeness results 30.11% increased 67.12 or 64.70% completeness in cycle I and cycle II increased to 76 .35 or 100% completeness. So, it can be concluded that there is an increase in reading ability through the retelling technique of class I students at SD Negeri Candimulyo 01. The novelty in this study is a concept of improving students' reading skills through a guide between constructivism and behaviorism theory through storytelling techniques in front of friends.

Keywords: *Reading Ability, Retelling Technique, Students, Elementary School, CAR*

Introduction

Learning Indonesian language and literature needs to foster an interest in reading, with high interest it is hoped that student achievement will also increase (Nursalim, 2019). Interest is the intensity of a person's high attention to a thing, event, condition of goods or objects (Sudarsana, 2014). So according to the opinion above, interest is a human psychological aspect in the form of an interest in an object or event or other object. Thus interest is a very important factor in a business or human activity which is very subjective, because interest can be a driving force for activities and achievement of an activity or activity (Nurkhofifah, 2022).

The ability to read has a considerable influence on one's learning success (Istiyati et al, 2014). There have been many cases that can be noted that one of the causes of study failure experienced by a person is due to inappropriate reading skills (Elendiana, 2020). The criteria for high reading ability are students who read with attention, liking and desire (Noble, 2018). Given the magnitude of the ability to read on students' learning abilities, the ability to read should receive special attention from the teacher, in accordance with the teacher's role as a driver or motivator, the teacher plays the role of arousing students or causing students to be passionate about reading (Rintang et al, 2021). The ability to understand the contents of the

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reading can be said to be successful if students have read and understood the contents of the reading (Harahap, 2019). On this occasion the researcher made observations through the learning pre-cycle to determine students' reading skills and understanding of reading content, in Indonesian language lessons the evaluation results were not satisfactory. Of the 16 students, 5 students have achieved KKM and 11 students have not yet reached KKM 70.

The learning process that occurs at Candimulyo 01 Public Elementary School, namely, the teacher in learning Indonesian is still dominated by the lecture method. Teaching and learning activities become monotonous with teacher-centered delivery. This often makes students bored to pay attention to the teacher's explanation so that some students daydream, chatting and students' activeness is hampered, and student achievement is low. From the statement above, the writer tries to find a solution with the technique of retelling the contents of the reading that has been read to increase students' understanding. Rereading or reviewing is re-exposing things that have been studied before, and is a form of learning activity that involves more cognitive aspects of students (Yusmaidar, 2019; Christina, 2021).

Review is also referred to as a skill to collect, use and remember information, which consists of organizational attention, review and memory or storage (Nuryani et al, 2022). Retelling is a technique to facilitate students in learning, so this research is related to all components of the instructional system (Andriyanto, 2016). The benefits of retelling are thought to be able to improve reading skills. If empirically this can be proven in this study, then retelling is one way to solve problems in teaching Indonesian language and literature, especially the ability to read techniques that can facilitate learning for students (Waruwu, 2022). Retelling is a teaching and learning technique and skill that is classified as conventional and has long been recognized for its benefits, but is rarely used in class (Ramadhan et al, 2021). Reviews are used for teaching purposes which are more productive and provide better teaching results. That is, retelling the teaching used must be systematic and patterned as a teaching and learning strategy, then followed by an evaluation of teaching results. Retelling is used for teaching purposes that are more productive and provide maximum teaching results, both for the purposes of preparing students for exams, teaching facts and skills so that teaching content is thoroughly mastered, and instilling good and valuable study habits (Laela et al, 2019). The novelty in this study is a concept of improving students' reading skills through a guide between constructivism and behaviorism theory through storytelling techniques in front of friends.

Method

Classroom Action Research (CAR) which in English is commonly called Classroom Action Research (CAR) is a variety or form of classroom context-based learning research carried out by teachers to solve learning problems faced by teachers, improve the quality of processes (practices) and outcomes learning, and trying new things in the field of learning in order to improve the quality of learning processes and outcomes (Mualimin et al, 2014; Arikunto 2021).

The characteristics of SD Negeri Candimulyo 01 students are that their students come from middle-class families with low awareness of learning. The researcher chose class 1 which was studied with 16 students. In this Classroom Action Research a series of activities were carried out in two cycles and each cycle consisted of four stages, namely planning, implementing, observing, and reflecting (Farhana et al, 2019;). During this research, quantitative data will be collected, which includes data on students' ability to read comprehension, evaluation of learning outcomes, data on student responses to the actions taken during the research, as well as data regarding events that occurred in the classroom during the process. teaching and learning take's place.

Analysis of the completeness of learning outcomes, the researcher calculated the percentage of students who scored 70 or more, to find out how much students absorbed and understood the basic competencies that were taught using the learning methods that had been applied. Data analysis in this classroom action research entered the reflection stage, during the reflection stage researchers and practitioners (teachers) discussed the results of observing the actions that had been carried out. After the data is collected, the next step is to process the data into finished values. The data analysis technique that the author uses is using the average value and the percentage of learning completeness (Jogiyanto, 2018).

Results and Discussion

The results of the study showed that the average value comparison in the Pre-cycle was 57.12, the first cycle increased to 67.12 and the second cycle also increased to 74.35. It can be concluded that the abilities of the aspects expected to be achieved by students in implementing learning strategies recounted. While the learning completeness in the pre-cycle reached 29.41%, in the first cycle the learning completeness reached 64.70%, and in the second cycle it reached 100%. These data indicate that learning activities in reading studies using learning strategies of retelling techniques are sufficient to help grade I students understand the concept of reading. The following is a comparison table from pre-cycle to the second cycle.

Table 1 Comparison of Pracycle, Cycle I, and Cycle II

Keterangan	Prasiklus	Siklus I	Siklus II
Nilai rata-rata	57.12	67.12	74.35
Rata-rata ketuntasan	29.41%	64.70%	100%

The ability to read has a considerable influence on one's learning success (Murfiana et al, 2022). Given the magnitude of reading ability on students' learning abilities, reading ability should receive special attention from the teacher, in accordance with the teacher's role as a driver or motivator, the teacher plays the role of arousing students or causing students to be passionate about reading (Lestari et al, 2019). Interest is a very important factor in a business or human activity which is very subjective, because interest can be a driving force for activities and achievement of an activity or activity (Laely, 2013). Interest is a person's high intensity of attention to a thing, event, condition of goods or objects (Khosiah et al, 2022).

The ability to understand the contents of the reading can be said to be successful if students have read and understood the contents of the reading (Hapsari, 2019). The criteria for high reading ability are students who read with attention, liking and desire (Lisdawati, 2018). Retelling is a technique to make it easier for students to learn, so this research is related to all components of the instructional system (Irpan et al, 2022). Re-reading or reviewing is re-exposing things that have been studied before, and is a form of learning activity that involves more cognitive aspects of students (Yudiati, 2022). Retelling is a teaching and learning technique and skill that is classified as conventional and has long been recognized for its benefits, but is rarely used in class (Nurvicalesi et al, 2019).

Retelling is used for teaching purposes that are more productive and provide maximum teaching results, both for the purposes of preparing students for exams, teaching facts and skills so that teaching content is thoroughly mastered, and instilling good and valuable study habits (Ambarsari, 2013; Dewi et al, 2020). If this research can be proven empirically, then retelling is one way to solve problems in teaching Indonesian language and literature, especially the ability to read techniques that can facilitate learning for students (Lase et al, 2022). Reviews are used for teaching purposes which are more productive and provide better teaching results (Setya, 2013; Palupi, 2023).

From all activities, from planning to observation and data collection in the third cycle, researchers can conclude that all of these activities are going well and can be said to be successful satisfactorily. So it can be concluded that there is an increase in reading ability through the retelling technique of class I students at Candimulyo 01 Public Elementary School. The findings in this study are that learning activities in reading studies using the retelling technique learning strategy are enough to help grade I students understand the concept of reading. Based on the results of this classroom action research, the suggestion that researchers can convey is that classroom action research is indispensable for improving the quality of learning and as a vehicle for reflection for teachers. The need for better support from all school components both in the smooth teaching and learning process, as well as all the preparations needed in learning. Teachers need to train students to practice reading with other techniques and methods repeatedly.

Conclusion

From the results of the research conducted, it can be concluded that the response of students at SD Negeri Candimulyo 01 in teaching and learning activities in reading studies through retelling techniques can increase. This can be seen from the average pre-cycle rating of 57.12, increasing in cycle I to 67.12 and in cycle II increasing to 74.35. The response of grade I students in the method of teaching reading through giving retelling assignments can increase. This can be seen from the results of learning completeness in pre-cycle of 30.11% increasing to 64.70% and in cycle II increasing to 100%. The completeness of the learning outcomes of SD Negeri Candimulyo 01 individually and classically in reading techniques has increased.

From the results of the analysis and observations, it can be concluded that there is an increase in reading skills on the competency standards for understanding short texts by reading aloud techniques through giving retelling assignments to SD Negeri Candimulyo 01. Students need to practice more in reading especially, because this will help them find the main idea concepts correctly.

Acknowledgment

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