OPTIMIZING STUDENTS READING COMPREHENSION BY USING CUED RETELL STRATEGY TO THE ELEVENTH GRADE STUDENTS

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Abstract

This research aimed to reveal (1) how the Cued retell strategy can improve the students' reading comprehension, (2) to describe the classroom situation when Cued retell strategy is implemented to teach reading comprehension, and (3) to find out the advantages and disadvantages of the implementation of Cued retell strategy to teach reading comprehension to the eleventh graders of SMA Negeri 5 Pontianak. The research used Classroom action Research and was carried out in two cycles with three meetings in Cycle 1 and two meetings in Cycle 2. There were two kinds of data collection during the research, quantitative and qualitative data. The instrument for collecting the quantitative data was reading comprehension test in multiple-choice, while for qualitative data, gathered through observation sheet and field note to obtain the class situation during the implementation of the Cued retell strategy and reflection sheet to guide the reflecting phase in the end of each cycle. The result of the research showed that (1) cued retell strategy was able to improve students' reading comprehension; (2) cued retell strategy was able to improve classroom situation, in terms of students' motivation, participation and interaction; and (3) there were some advantages and disadvantages of implementation of Cued retell strategy to teach reading comprehension

Keywords: reading comprehension, classroom action research, retelling, cued retell strategy

Abstrak

Penelitian ini bertujuan untuk mengungkapkan (1) bagaimana strategi Cued retell dapat meningkatkan pemahaman bacaan siswa, (2) untuk menggambarkan situasi kelas ketika strategi Cued retell diterapkan untuk mengajarkan pemahaman bacaan, dan (3) untuk mengetahui kelebihan dan kekurangan dari penerapan strategi Cued retell untuk mengajarkan pemahaman bacaan kepada siswa kelas sebelas SMA Negeri 5 Pontianak. Penelitian ini menggunakan Penelitian Tindakan Kelas dan dilaksanakan dalam dua siklus dengan tiga pertemuan pada Siklus 1 dan dua pertemuan pada Siklus 2. Ada dua macam pengumpulan data selama penelitian, data kuantitatif dan kualitatif. Instrumen untuk mengumpulkan data kuantitatif adalah tes pemahaman bacaan dalam pilihan ganda, sedangkan untuk data kualitatif, dikumpulkan melalui lembar observasi dan catatan lapangan untuk mendapatkan situasi kelas selama pelaksanaan strategi Cued retell dan lembar refleksi untuk memandu fase refleksi di akhir setiap siklus. Hasil penelitian menunjukkan bahwa (1) cued retell strategy mampu meningkatkan pemahaman membaca siswa; (2) strategi cued retell mampu memperbaiki situasi kelas, baik dari segi motivasi, partisipasi dan interaksi siswa; dan (3) ada beberapa keuntungan dan kerugian dari penerapan strategi Cued retell untuk mengajarkan pemahaman bacaan

Kata kunci: pemahaman bacaan, penelitian Tindakan kelas, bercerita Kembali, cued retell

INTRODUCTION

Comprehension is the power of mind or an ability to understand. Pardo (2004: 272) states that comprehension is a process in which readers build meaning by relating with text through the combination between the prior knowledge and previous experience, information in the text, and the reader takes in relationship to the text. Related to the statement above, the researcher can

define the relation between comprehension and reading process. So, it can be concluded that comprehension in reading is a process whereby the reader interacts and thinks during the reading to get the content of the text.

According to Balota,Flores and Rayner (1990) in Kwiatkowska (2012: 03), reading comprehension is a complex skill and requires the successful development and orchestration of a variety of lower- and higher-level processes and skills. But based on the researcher's pre-observation in SMA Negeri 5 Pontianak, there were some problemsin reading comprehension on the eleventh graders, especially in Science 3. The researcher found that they had difficulties in understanding a text, including finding main idea in a text or passage, identifying inference and meaning of vocabulary in context. The students' difficulties in reading were caused by some factors that might come from the students and the teacher.

Most of the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting text. In the class, some students sometimes seemed to lean over their head on the table and talked each other. They just paid attention to the teacher when doing exercises but it took too long to do it and they began to be noisy again. When they read a long text, they were not so interested because they did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text. They just waited until the teacher explained it for them or asked them about the difficult words. Besides, there were some problems that came from the teacher. Actually, the teacher's way in explaining the materials was clear enough but he rarely used new and various strategies or methods.Consequently, the students felt that English lesson was boring. All of those factors made the students have low motivation in learning English, especially reading.

A teaching strategy that can be used to solve the problem is one which has characteristics, such as, to allow students to cooperate with others, make the students more active and enable students to recall the content of learning materials. A teaching strategy thatmeets such characteristics is cued retell strategy. Considering this, the researcher used Cued retell strategy to improve the students' reading comprehension as a new strategy. It is clear that many students need to be taught well validated comprehension strategies to construct meaning from text (Pressley & Block, 2002 in Carr, Aldinger & Patberg, 2004). According to Bouchard (2005: 102), cued retell is a cooperative learning strategy that gives students an oppurtunity to recall content information that was read, either in an oral or written format. In implementing this strategy, the

students revealed what they have read. It was done in pair. So, they can understand the content of the text, including finding main idea, guessing vocabulary in context, and identifying inference. Lin (2010:165) asserts that "through the reconstruction of the text, the students may keep some text-based information in his or her mind and make further connections among concepts." This method lets the learners think and recall the conceptual text into their own language as they understand in order to stick what they read.Therefore, through cued retell strategy students can improve comprehension and will sequentially improve performance in the class and their test scores.Cued retell strategy is one of cooperative learning strategies. The students cooperate and interact with each other to acquire the goal of subject material.Li and Lam (2005: 01) explain that in cooperative learning, students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal

METHOD

The The research used a Classroom Action Research. According to Hall and Keynes (2005: 04), Action Research (AR) is a research conducted by people who are involved in the practice, in order to change or improve the effectiveness of our own teaching and the students' learning. This kind of research constitutes action research which is conducted in a classroom to solve the problem class that arises. The purpose is to improve classroom practice or to improve practices in the school.Mettetal (2001: 07) argues that classroom action research is a method of finding out what works best in our own classroom so that we can improve the student learning. So, the researcher analyzed the problem of the students' reading comprehension occurred in the learning process and found it which is then solved by cued retell strategy.

Related to the experts above, generally classroom action research can be concluded as an activity to find an answer to a problem. While in the process of analyzing, the researcher also needed to find solution as the response of the problems occurs. So, the researcher used classroom action design because it was suitable with the purpose of this research, which is the purpose is to improve the students' reading comprehension through cued retell strategy.

The steps of action research are usually conducted in cycle form. The researcher solved the problem that appeared in the classroom. In this research, Hall and Keynes design used in conducting this research. According to Hall and Keynes (2005: 05), the steps of action research is often described as cyclical with four inter-related stages: plan, act, observe and reflect.Hall and Keynes (2005: 05) mention what is done in each stage such as Planning, Acting, Observing

, and Reflecting. In this research the subjects were the eleventh grade students of SMA Negeri 5 Pontianak especially in XI Science 3. The number of students was 39 students that consisted of 7 male students and 32 female students.

RESULTS AND DISCUSSION
Findings from Cycle 1

How Cued retell strategy can improve students' reading comprehension

This question was answered based on the data taken from students' reading score 1. The students' score were presented in the Table 1.

Table 1 Students' Scores of Reading Test in Cycle I

NO	NAME	SCORE
1	ASR	65
2	ALC	70
39	WA	75
B	**SUM**	2665
C	**MEAN**	68
D	**THE HIGHEST SCORE**	85
E	**THE LOWEST SCORE**	50
F	**THE RANGE SCORE**	35

After the researcher calculated the individual score, the researcher calculated the students' achievement score to know the result of students' mean score in Cycle 1. The result of the analysis showed that students' mean score was 68. It was classified as poor classification.

Based on the individual and mean score in table above, the researcher provided the chart below to see the students' comprehension level of reading on the first cycle as follows.
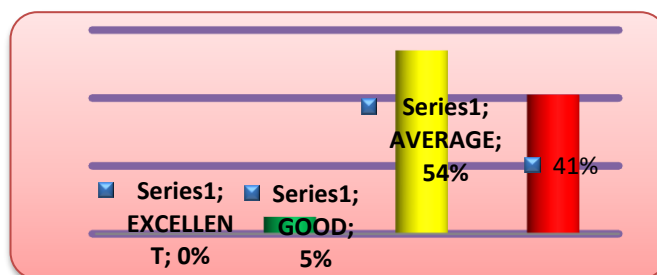

Figure 1 Students' Comprehension Level of Reading of Cycle 1

From the chart above, it could be seen that the level of students' reading comprehension was classified into poor to excellent in which 41% of the students were in poor classification and 0% of the students were in excellent classification. These result indicated that the students' reading

comprehension was unsatisfied.

The classroom situation during the implementation of Cued retell strategy

Based on the data The researcher found in cycle 1, the situation when implementing the strategy, some students paid attention to their friends were retelling in front of the class. They looked confuse with the procedure of Cued retell. Few of students were confused to retell, because they felt difficult to retell well based on the text. Most of students needed the words/phrases to retell.

The advantages and disadvantages of Cued retell strategy to teach reading comprehension

The advantages are the students could retell by their own words, they could memorize the content of the text by retelling, and there were an interaction between the students in a pair. The researcher could monitor the students' reading comprehension directly. Besides that, there were some disadvantages also. Some of students were difficult to retell by their own words, because they were still unfamiliar to the words or phrases written by the reseacher on the Cued Retell List. When a pair of students were implementing, some students were busy with themselves, and did not pay attention to their friends were presenting. In this cycle, the researcher needed 3 meetings to finish the students' activity of Cued retell because for a student needed about more than 4 minutes to retell. It can be concluded that in Cycle 1 this strategy took a long time.

Finding from Cycle 2

How Cued retell strategy can improve students' reading comprehension

This question was answered based on the data taken from students' reading score 2. The students' score were presented in the following table.

Table 2 Students' Scores of Reading Test in Cycle II

NO	NAME	SCORE
1	ASR	75
2	ALC	80
3	AJ	75
36	SK	85
37	VA	85
38	YI	85
39	WA	80
B	**SUM**	3050
C	**MEAN**	78

D	THE HIGHEST SCORE	95
E	THE LOWEST SCORE	65
F	THE RANGE SCORE	30

After the researcher calculated the individual score, the researcher calculated students' achievement score to know the result of students' mean score on the second cycle. The result of the analysis showed that students' mean score was 78. It was classified as average classification

Based on the individual and mean score on table above, the researcher provided the chart below to see the students' comprehension level of reading on the second cycle as follows;
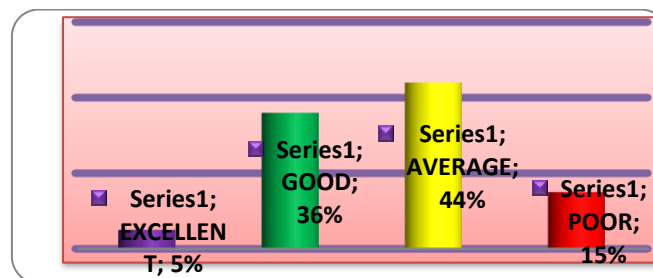

Figure 2 Students' Comprehension Level of Reading of Cycle 2

From the chart above, it could be seen that the level of students' reading comprehension was classified into poor to excellent in which 15% of the students were in poor classification and 5% of the students were in excellent classification. These result indicated that the students' reading comprehension improved.

The classroom situation during the implementation of Cued retell strategy

Based on the data the researcher found in cycle 2, the situation when the implementing the strategy, the students were not too easy. All of the pairs participated. They paid attention to their friends were implementing and they knew what they had to do. Most of the students were retelling did not need cues (words/phrases) to retell, they could retell without cues because the words/phrases on their List were writen by themselves.

The other students were not noisy as before, because the reseacher would not call them to present if they did not pay attention to their friends. The researcher also reviewed about the students' performance and asked to the other students about the performance. The researcher gave a sanction to the students if they could not answer and did not pay attention to their friends.

The advantages and disadvantages of Cued retell strategy to teach reading comprehension.

The advantages are that the students were more enthusiastic to participate, they could

diminish their noise when their friend were retelling, and the students could comprehend the content of the text better than before. In this cycle, the researcher needed 2 meetings only to finished the students' Cued retell activity, because the students could retell not more than 4 minutes, because they had comprehended the text and most of them could retell well because they were familiar to the words or phrases on their Cued Retell List and could arrange their own words to retell. Besides, for the disadvantage, some students that were lake in speaking skill, they had difficulty in produce words to retell.

Comparing the Findings from Cycle 1 and Cycle 2

To compare the findings from Cycle 1 and Cycle 2, the researcher displays it in Table 3 and comparison between student's individual score in Cycle 1 and Cycle 2

Table 3 Comparison of the Findings in Cycle I and Cycle II

No	Theme	Cycle 1	Cycle 2	Notes
1	Is there improvement of students' reading test score after the implementation of Cued retell strategy?			There was improvement of students' reading score each cycle after the implementing of Cued retell strategy.
	Total score	2665	3050	
	Mean score	68	78	
	The highest score	85	95	
	The lowest score	50	65	
	The range	35	30	

The Table 3 above showed that there were the improvement from Cycle 1 and Cycle 2. The data showed that the students toward reading comprehension and classroom situation (students' participation, motivation and interaction) were improved. Then, the researcher compared the students' comprehension level of Cycle 1 and Cycle 2 and the data showed that the students' classification percentages changed from Cycle 1 and Cycle 2. In Cycle 1, poor clasification was 41%, average classification was 54%, good classification was 5%, and excellent classification was 0%. Then, in Cycle 2 poor classification was 15%, average classification was 54%, good classification was 36%, and excellent classification was 5%. From the data above, it can be seen that the students' achievement score were increased from Cycle 1 and Cycle 2. It indicated that the students' achievement in reading comprehension was improved.The reseacher concluded that there was the improvement from Cycle 1 and Cycle 2. In qualitative data showed that classroom situation were improved in students' participation, motivation and interaction. Then, the quantitative data showed that classification in students' score was improved; good and excellent

classification was increased.

There was improvement from Cycle 1 and Cycle because supporting any particular steps by the researcher did in implementing the Cued retell strategy such as; modified some procedures of Cued retell strategy, the researcher explained more about the topic, gave appreciation to the reserved students, gave an ice-breaking and more controlled the situation in the class in order to make the class became active and quite. In conclusion, the students' reading comprehension through Cued retell strategy to the eleventh graders of SMA Negeri 5 Pontianak was improved

Reading is one of language competences that have to be learnt by students. Based on the researcher's pre-observation, the students' reading comprehensions in SMA Negeri 5 Pontianak were still unsatisfying. Considering this, the researcher conducted a Classroom Action Research (CAR). In conducting this research, the researcher implemented Cued retell strategy to improve the students' reading comprehension to the eleventh graders (Science 3) of SMA Negeri 5 Pontianak. The result of this research is satisfying in term of the improvement of the students' reading score. It can be seen from the mean score in Cycle 1, it was 68, it was classified into poor classification. The level of students' reading comprehension score was classified into excellent was 0%, good classification was 5%, average classification was 54%, and poor classification was 41%. The result indicated that the students' reading comprehension was unsatisfed. Then, the mean score of Cycle 2 was 78, it was classified into average classification. The level of students' reading comprehension score was classified into excellent was 5%, good classification was 36%, average classification was 44%, and poor classification was 15%. These result indicated that the students' reading comprehension was increased. So, it can be conclude that cued retell strategy can improve their reading comprehension in term the students' reading score.

Based on the research questions, the researcher found a result that Cued retell strategy is one of cooperative learning that can be used to improve the students reading comprehension of the eleventh graders of SMA Negeri 5 Pontianak. The result of this research is supported by Bouchard (2005: 102) that cued retell is a cooperative learning strategy that gives students an oppurtunity to recall content information that was read, either in an oral or written format. Lin (2010:165) asserts that "through the reconstruction of the text, the students may keep some text-based information in his or her mind and make further connections among concepts." This method lets the learners think and recall the conceptual text into their own language as they understand in order to stick what they read. It means that, this strategy can the students to

memorize their comprehension about the text and it helped them to determine main idea, identifying inference and guessing vocabulary in context.

As stated by Bouchard, this strategy is a cooperative learning. The classroom situation during the implementation of Cued retell strategy can be seen in this research. All the students participated and knew that what they did, they did not look confused and they were motivated and enthusiastic. When the implementing this strategy, the students were managed into pairs, then they implemented the procedure of the strategy. The students did the Cued retell activity in front of the class, and it made them more active than before. Each student in a pair, had interaction, sometimes they discussed with her/his partner when they were implementing the Cued retell in front if the class.

As a cooperative learning, Cued retell strategy provides social interaction as one of the advantages. It is supported by Bouchard that there are some advantages of Cued retell strategy, these are: (1) it enables the students to monitor their comprehension of the text while learning to orally communicate the content to another person, (2) develops the students' listening skill (3) it provides social interaction and (3) the literacy skills of reading, thinking, listening, speaking, and writing are included in Cued retell strategy. Even though Cued retell strategy has some advantages, but it has some disadvantages also. This strategy needs much time because every pair has to present the cued retell activity in front of the class to measure their comprehension related to the text. The other disadvantage that the reseacher found when implementing this strategy is the students had to be controlled by the teacher to always pay attention to their friends were implementing Cued retell in the classroom.

CONCLUSION

Based on the result of data analysis and the discussion on the result in the previous chapter, the researcher concludes that the students' reading comprehension was improved through Cued retell strategy. It can be seen from the students' score. In Cycle 1, the mean score was 68 which was categorized as poor and in Cycle 2 was 78 which was categorized as average. It means that Cued retell strategy can improve the students' score in reading comprehension.

In term of the students' participation, interaction, and motivation, during the implementation of this strategy, the students were actively involved and easier in reading comprehnsion learning. In implementing this strategy the students were managed into pairs, and they did the Cued retell activity in front of the class, and there was an interaction between the partner when they were

retelling. They could retell easily by their own words and could answer the questions that the teacher given.

In the implementation of Cued retell strategy, the researcher faced some eases and obstacles. These eases and obstacles were formulated into the advantages and disadvantages. In this research,. the advantages of the implementing of Cued retell strategy were: first, this strategy allowed the students to remind and convey their understanding about a text by retelling. Second, the students more active because each student had to retell in front of the class with his/her partner. Third, there was an interaction between the students because they were managed in pair when implementing this strategy. Besides the advantages, there were disadvantages also. This strategy needed a long time because each student had to retell one by one in a pair and the teacher should be able to control and monitor the other students when another student is retelling. Apart from the advantages and disadvantages, the reseacher concludes that there was a significant improvement in implementing Cued retell strategy. In other words, Cued retell stategy can improve the students' reading comprehension.

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