

# THE CORRELATION BETWEEN STUDENTS' READING COMPREHENSION AND THEIR ABILITY IN RETELLING STORY AT THE NINTH GRADE OF SMP NEGERI 03 KOTABUMI NORTH LAMPUNG ACADEMIC YEAR 2023/2024

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**Abstract:** This study intends to investigate the phenomenon of students' reading comprehension that can be related to their ability in retelling story. The purpose of this study is to find out whether there is significant correlation between students' reading comprehension and their ability in retelling story at the ninth grade of SMP N 3 Kotabumi academic year 2023/2024. The kind of this research is quantitative research and used correlation research design. The population consisted of 128 students'. This research applied *slovin formula* to determine the research sample. The sample was taken 15% of the population from each class, so the total sample was 32 students'. The instrument used in this research were multiple choice test and oral test. Then, to fullfit the hypothesis of the research, the researcher analyzed data by using the *pearson product moment* and resulted  $R_{observed} = 0,879$  then, resulted the value of  $T_{observed} > T_{table}$  was  $10,08 > 2,03$ . Based on the result data analysis, it is concluded that  $H_0$  was rejected and  $H_a$  was acceted, it means that there is a significant correlation between students' reading comprehension and their ability in retelling story.

**Keywords:** Reading Comprehension, Retelling Story, Students.

**Abstrak:** Penelitian ini bermaksud untuk menyelidiki fenomena pemahaman membaca siswa yang dapat dikaitkan dengan mereka menceritakan ulang cerita. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara pemahaman membaca siswa dengan menceritakan ulang cerita siswa kelas IX SMP N 3 Kotabumi tahun ajaran 2023/2024. Jenis penelitian ini adalah penelitian kuantitatif dan menggunakan desain penelitian korelasional. Populasi terdiri dari 128 siswa. Penelitian ini menggunakan teknik Slovin Formula untuk menentukan sample penelitian. Sample diambil 15% dari populasi dari masing – masing kelas, sehingga diperoleh jumlah sample sebanyak 32 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes pilihan ganda dan tes ujian lisan. Kemudian untuk memenuhi hipotesis penelitian, peneliti menganalisis data dengan menggunakan rumus pearson product moment dan diperoleh  $R_{observed} = 0,879$  maka diperoleh nilai  $T_{observed} > T_{table}$  adalah  $10,08 > 2,03$ . Berdasarkan hasil analisis data dapat disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima, artinya terdapat hubungan yang signifikan antara pemahaman membaca dan mereka menceritakan ulang cerita.

**Kata kunci:** pemhaman membaca, menceritakan ulang, siswa

## **I. INTRODUCTION**

Retelling story ability is one of aspect from speaking ability. Except speaking activity, there are another aspects such as listening, writing, and reading. Retelling story ability that included in speaking lesson is difficult skill that taught to the students because need many exercise. Retelling story ability is ability of tell a story that have been read by using own word in order to improve the students' speaking ability.

In retelling the story, the students are be able to comprehend whole of the story in order to get the meaning of the story. Furthermore, the students will tell the story correctly and clearly. Before retelling the story, the students must to understand the topic, main idea and plot of the story in order to make the students easy to retell the story in front of the audience.

In fact, there are many students in Junior High School level still difficult to retell the story especially in SMPN 3 Kotabumi. Based on interview that conducted on Monday, June 5<sup>th</sup> 2023 toward English teacher of eighth grade students of SMP N 3 Kotabumi, it is found that the students are difficult to retell the story both in short story or long story. The students also difficult to comprehend the story. The students need to take long time to understand what the text tells about.

Reading comprehension is one of the important activities in order to gain knowledge, information, or just to get entertainment. Much information is recorded and communicated through written media. Therefore, reading comprehension is one way to increase knowledge in order to master information and technological developments. Reading is a very important thing, so many individuals believe that reading is a window to the world. According to Elfira (2015,p.2), reading comprehension is a reading process so that someone can understand the meaning of the text. The knowledge that students gain is not only obtained from the teaching and learning process at school, but also through reading activities in students' daily lives.

Reading comprehension ability very support the students' ability in retelling story. Retelling story means the students could retell the story that have been read and it means the students should be able expressing story correctly to other people. By reading comprehension, the students will get information. The more students get information the more the students easy to deliver ideas that contain in a story. Furthermore, reading comprehension will make the students have many vocabulary, well grammar, and clear sentence arrangement so that listener will understand the story easily.

Referring to the explanation about speaking ability and vocabulary above, the researcher interested in conducting a research entitled "The Correlation Between Students' Reading Comprehension and Their Ability in Retelling Story at the Ninth Grade of SMP N 03 Kotabumi North Lampung Academic Year 2023/2024".

## **II. THEORY REVIEW**

### **The Concept of Reading**

Reading is one of the basic communicative skills, reading is also a very complete skill process in understanding English. Reading is an activity of transferring information between the reader and the writer, written symbols that have a certain meaning, certain information and knowledge outlined by the author must be understood by the reader, the content and ideas conveyed by the author.

Davou dian Hamid (2015, p.174) said that reading is a learning process starting with reading words, sentences, paragraphs, and the whole of a passage. In reading, students cannot immediately understand the reading quickly, it needs sections, and steps that must be taken to understand the content of the text. Harmer (2007, p.99) stated that reading has a positive impact on understanding reading, spelling and writing vocabulary in a text. Thus, when someone reads a text correctly,

it will have a positive impact, such as knowing the vocabulary of a reading that may not have previously known what the vocabulary is but reading a reading text will know.

Based on the explanation above it can be concluded that reading as communication tools that connect the words into sentence that have meaning then understood by the readers.

### **Concept of Reading Comprehension**

Reading comprehension is the method of understanding a content, understanding its meaning, and joining it with what the peruser as of now knows. The basic understanding needed when interpreting a reading needs to be driven by knowledge because in reading there are many things that the reader must understand, such as understanding meaning, understanding reading groups, and the main ideas in the reading.

According to Jhonson (2008, p. 110), reading comprehension is the method of constructing meaning which include the author in a lot of information, data, thought and other to extend the composed dialect. In addition, Wooley (2011, p. 15) states that reading comprehension is when we figure out what a text means. It means that understanding what you read can help you learn more and get information from the text. However, reading comprehension is

the act of understanding and being engaged with what is written.

Reading comprehension is when you understand how words come together to make sentences. According to Hidayat and Aisah (2013, p.15), reading is the process of understanding what a writer is trying to say, thinking about it, and then deciding what to do with that information. They also say that reading is a way to understand a word and put it together with other words in a sentence and reading structure.

Based on this theory, the researcher can conclude that reading comprehension is ability that not only be able to read the text with correct pronunciation but only be able to understand the meaning, message, and purpose of text very well. important skill that must be had by the students because by reading comprehension will make the students understand all what they read fully.

### **Assessment of Reading Comprehension**

The aim of the reading comprehension assessment is to verify the students' proficiency in understanding written material. When creating the reading evaluation for the class, it is important to consider the requirements and desired skills to be attained. Beside, Brown (2004, p. 206) argues that there are several specifications in making an assessment of reading comprehension, as follows:

- a. Main idea
- b. Expressions / idioms / phrases.
- c. Inference (implied detail)
- d. Grammatical Features (reference)
- e. Details (scanning for specifically stated details)
- f. Excluding facts not written (unstead detail)
- g. Supporting ideas
- h. Vocabulary in context

### **Concept of Ability**

Human skills are a very important resource. This ability has evolved over the past centuries to enrich oneself and to reach a higher level of culture and education. According to Chaplin (as cited in Muthmainna 2023, p. 40), "ability (ability, skill, dexterity, talent, readiness) is the power to perform an act". "Ability can be an innate ability or a result of practice or practice"

From these meanings, we can conclude that ability (skill) is the ability to master a skill that is innate or a result of training and becomes something that is accomplished through actions

### **Concept of Retelling Story**

Retelling story is the reconveying of events in words, images and sounds, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment,

education, cultural preservation and to instill moral values. Vale in Purwatiningsih (2015, p. 59) Retelling story is educational method language value appears practical tasks such as motivation and socializing language teaching tools for learning condition.

Retelling is an active process that encourages children to reconstruct the text; it also allows for interaction between tutor and child. When necessary, help the child reconstruct the meaning of the text by using open ended questions and lead in to facilitate recall. Retelling story technique was chosen by the researcher because with retelling story, students will have opportunity to speak English in the classroom. Beside that, retelling story is something that is often done in the life of students. Although it was previously performed with Bahasa, it can train students to improve their ability to speak.

Besides that, retelling story can train bravery will arise if they having opportunity to do that in front of the class. Then they will be accustomed to do it. In retelling story, students will do retelling story in front of their friends, it is hoped this will decrease to do retelling story. Retelling story require the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they

understand. Retellings build story comprehension.

### **Assessing Retelling Story**

Assessing in retelling story is needed to know development and improvement of the students in retelling story activity. Retelling the story means the student tell a story by using their own word. It means, the students will do in speaking way when retelling the story. In this research, to assess the students' ability in retelling the story, the researcher will use aspects that assess speaking ability. According to Brown (2004, p. 172), there are five aspects that is assessed in speaking ability such as pronunciation, vocabulary, fluency, grammar, and comprehension.

### **III. RESEARCH METHODS**

Research method is a method that is used in a research. The method of research have to suitable with researchers purpose. In this research, the researcher used quantitative research with correlational study. The researcher described the phenomenon happen based on their data which is gained from the respondent and by using a suitable instrument. According to Arikunto (2010, p. 4), correlation research is research which is conducted by the researcher to find how level of correlation

from two or more variables without giving changes, addition, and manipulation toward existing data.

In this research, there were two variables (X) variables and (Y) variables. (X) variable or independent variable is variables that affect or give influence to another variable. While (Y) variable or dependent variable are variables that are influenced by (X) variables. In this case, (X) variable is students' reading comprehension and (Y) variable is the students' retelling the story ability.

In this case, the researcher uses two different test for the students. In collecting the data of students' retelling story activity the researcher uses a speaking test. The test will be conducted by asking the students to retell the text they read in front of the researcher then has been recorded by the researcher. The assessment of the students' retelling story activity will be done by giving a score based on the criteria and scoring theory previously.

Meanwhile in collecting the data of students' reading comprehension the researcher uses multiple choice tests. The assessment of the students' reading comprehension will be done by giving score 1 and 0. If the students choose the correct answer will be given score 1 while when the students choose wrong answer the students' will be given score 0.

To obtain the valid and reliable data, the researcher conducts a tryout test toward the ninth grade students of SMPN 1 Kotabumi. The researcher chose 33 students to follow the tryout test. After the data have been tested as valid and reliable, both tryouts are tested toward ninth grade students of SMPN 3 Kotabumi. The total of respondents are 33 students.

. In this research, the researcher used statistical analysis to analyze the collected data, The step of analysis data consist of normality test, homogeneity test, and hypothesis test.

#### **IV. RESEARCH RESULTS**

In conducting the research, the researcher conducted a tryout instrument before conducting the real research. Tryout instrument was conducted in order to determine the validity and reliability of the instrument. The researcher conducted a tryout instrument on Wednesday, November 29<sup>th</sup> 2023 toward ninth grade students of SMPN 1 Kotabumi with a total of students were 32. In measuring the validity of the students' reading comprehension, the researcher used two kinds of validation such as expert judgment and Point Biserial Correlation formula. Furthermore, the researcher determined valid items and invalid items by comparing

the result of  $r_{count}$  and  $r_{table}$ . If  $r_{count} > r_{table}$  it means the item is valid. The researcher chose significant level 5% so that the value of  $r_{table} = 0.349$  with  $n = 32$ . From 40 items the researcher found there were valid items and invalid items. The summary of validity test of reading comprehension instrument were 27 items that have  $r_{count} > 0.349$  and that means valid. Meanwhile there were 13 items that have  $r_{count} < 0.349$  and that means invalid.

To measure the validity of retelling story ability the researcher used expert judgment. In this research, the experts who validated the instrument of retelling story were Mrs. Rulik Setiani, S.S., M.Pd And Mrs. Dewi Sri Kuning, S.Pd., M.Pd. After the result of validity test was found, the researcher continued by calculating the instrument reliability of reading comprehension. To measure the reliability, the researcher used *KR 20 formula*. The summary of reliability test of reading comprehension instrument can be seen in the following table.

**TABLE 10  
THE SUMMARY RELIABILITY  
TEST OF READING  
COMPREHENSION INSTRUMENT**

Observation	Result
$r_{count}$	0,61
$r_{table}$	0,349
Description	The instrument is reliable

Based on the reliability measurement of the students' reading comprehension, the researcher found the result of reliability was 0,61 The reliability of retelling story ability was measured by using inter - rater reliability. After measured the reliability, it found that the value of coefficient value was 0,473 that means there was consistency from both raters and the instrument was reliable.

After the tryout instrument was done and the validity and reliability were found, the researcher continued the real research on Wednesday, December 13<sup>th</sup> 2023. The research was followed by 32 students from 128 students from ninth grade of SMPN 3 Kotabumi. To collect the data of retelling story ability the researcher used oral test. In this case, the students were given a narrative text then the students were asked to retell the story. Moreover, to collect the data of reading comprehension, the students were given multiple choice test which is consisted of 27 items with four alternative answers.

In this research, the researcher conducted normality test in order to find out whether the data came from normal distribution or not. To calculate the normality from both variables the researcher used Lilliefors formula. The summary of calculation normality test is drawn in the following table.

**TABLE 11**  
**THE SUMMARY OF NORMALITY TEST**

No	Variable	$L_{count}$	$L_{table}$	Description
1	Reading Comprehension	0,15	0.156	Normally Distributed
2	Retelling Story	0,07	0.156	Normally Distributed

From the table above, it can be seen the value of  $L_{count}$  from retelling story ability variable was 0,07 and value of  $L_{table}$  was 0,156.

The researcher conducted homogeneity test in order to know whether the data was gain from homogen population or not. The researcher was used *Liliefors* formula in measuring homogeneity. The calculation will be described as follows:

$$F_{count} = \frac{\text{Highest Variance}}{\text{Lowest Variance}}$$

$$F_{count} = \frac{103,53}{35,79}$$

$$F_{count} = 2,89$$

After the data were confirmed as homogeneous and normally distributed, the researcher then conducted a hypothesis test by using Pearson Product Moment formula. The following is the result of a hypothesis test.

**TABLE 12**  
**THE SUMMARY OF HYPOTHESIS TEST**

Observation	Result
$r_{count}$	0,879
$r_{table}$	0.349
Description	Ho was rejected, Ha was accepted

Based on the table above, it can be seen that the value of  $r_{count} = 0,879$  and value of  $r_{table} = 0.349$ .

## Discussion

In this research, the researcher conducted an investigation related with reading comprehension and retelling story ability. The research was conducted on Wednesday, December 13<sup>th</sup> 2023 at SMP N 3 Kotabumi. The result of data analysis about correlation between the students' reading comprehension and the students' retelling story showed there is significant correlation between those variables. It was proven by value of  $r_{observed} = 0,879$  ( $r_{observed} > r_{table}$ ) and value of  $t_{table} = 2,03$  ( $t_{observed} > t_{table}$ ). The research finding means that reading comprehension ability give benefit impact toward retelling story ability. Having high ability in reading comprehension will improve ability in retelling story. The research result also corresponds to hypothesis proposed by the researcher that there is significant correlation between students' reading comprehension and their ability in retelling story at the ninth grade of SMP Negeri 3 Kotabumi North Lampung academic year 2023/2024.

Retelling the story ability means the students have to be able understand the context of text then retell the story directly by using own word. Furthermore, it will need ability of speaking because retelling story also part of speaking ability. Reading comprehension ability will make the students in retelling the story easier because

the students be able to comprehend story so that make the students easy in arranging sentence to be retold. If the students have reading comprehension ability well that means the students have many vocabulary on brain then will be used to retell story using their version. From the explanation above, the researcher concluded that reading comprehension support the students to master retelling story ability.

$r_{count} = 0.879$  and value of  $r_{table} = 0.349$ . That means the value of  $r_{count}$  was greater than value of  $r_{table}$  ( $r_{count} > r_{table}$ ). The researcher concluded that there is significant correlation between students' reading comprehension and students' retelling story ability at the ninth grade students of SMP N 3 Kotabumi academic year 2023/2024. From the result of the research in previous chapter, it can be implied that if the students have well reading comprehension will make the students easy to retelling story.

## **V. CONCLUSION**

After the data has been analyzed in previous chapter, it found that the value of

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