

LET: Linguistics, Literature and English Teaching Journal

||Volume||7||Issue||1||Pages||71-92||2017||

Available online at: jurnal.uin-antasari.ac.id/index.php/let |P-ISSN: 20869606 ; E-ISSN: 25492454|**THE EFFECTIVENESS OF ORAL RETELLING STRATEGY
AND WRITTEN RETELLING STRATEGY ON STUDENTS'
READING COMPREHENSION: A COMPARISON**Vindy Cahya Ekaningrum
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KEYWORDSOral retelling;
Written retelling;
Reading comprehension.**Abstract**

Reading comprehension skill is important in our social lives which relates to texts, emails, networking sites, and many others. In order to find an effective teaching reading technique, there are studies conducted and developed. One of the strategies to teach reading is called retelling. Many studies found that retelling strategy is effective to teach reading comprehension (Sylvia(2015); Ebaugh (2013); Schisler (2008)). However, there is a contradictory result between those studies found related to the implementation of two types of retelling strategy: oral and written retelling. Sylvia's (2015) study claims that the written retelling significantly better than oral retelling strategy. However, Schisler's (2008) study shows result in vice versa. Ebaugh's (2013) study reveals that there were no significant differences between those two strategies. From the contradictory results seen from previous studies, further study is still needed to figure out more reliable research result on the effectiveness of both strategies.

INTRODUCTION

People is demanded to improve their literacy abilities as we begin a new decade in the 21st century. There is an increasingly broad range of social setting. In this age of technology growth, the abilities to grab broad information which is

offered are required to become productive and educated citizens. Reading comprehension skill is important which relates to our social lives such as texts, emails, networking sites, and many others. More than just for understanding a lot of text genres, it is more for broader learning, success in education, and employment. Reading is the key of all sources of knowledge. It is very important for learners to support their need in developing their knowledge. A way to develop learners' literacy ability has become a concern in education. As stated by Grabe & Stoller (2013), promoting literacy abilities is the major goal for many educational institutions around the world. Therefore, reading comprehension is important for learners which will affect their success in education.

L2 reading ability in English is already in a great demand. English continues to spread not just as global language, however as also language of science, technology, research and many more. In the reading process, the readers should be able to understand the meaning of a text and interpret the information well (Stoller & Grabe, 2002). As the readers combine the information from the text and the knowledge which readers have in the process of constructing the meaning of the text, reading is considered as an active process (Ambruster & Osborn, 2002). They are not merely achieves the information provided in the text, however they will relate it to their prior knowledge. In other words, in the reading process, the readers actively correlate the knowledge they have and the new information they find in the text.

There are many teaching reading techniques which are implemented in reading classroom. The reading teacher purpose is to help the learners to grab the information from the reading text well. Moreover, to find an effective teaching technique, there are studies conducted and developed. One of the strategies to teach reading is called retelling. This strategy requires the readers to form their understanding and create a new construction of the information based on their own understanding (Rog, 2003). The readers will be required to read with the purpose to tell somebody who has not been informed on what they read. A study related to the implementation of retelling strategy is conducted by Sylvia (2015) entitled "The effect of written retelling on students reading comprehension across

different personality learning styles". The subject of this research is Grade X of Senior High School. Based on her study, it is claimed that written retelling strategy is effective to help the students get better reading comprehension. The other study which is conducted by Ebaugh (2013) also shows that two types of retelling strategy, whether oral and written retelling both effective to teach reading. The retelling strategy is significantly effective for aiding reading comprehension of informational text among average fifth grade readers. Moreover, there is a study conducted by Schisler (2008) entitled comparing the effectiveness and efficiency of oral and written retellings as strategies for improving reading comprehension performance. Participants were five general education third grade students from a rural elementary school in Central Ohio. The result also reveals that the students who are taught using retelling strategy achieve better reading comprehension.

However, there is a contradictory result between those studies found related to the implementation of both types of retelling strategy. The study which is conducted by Sylvia (2015) claims that the written retelling significantly better than oral retelling strategy as implemented in the control group of her experimental study. However, it can be seen that the implementation of oral retelling strategy is not in an optimum way. The researcher claims that the teacher in the control group didn't follow several steps in implementing the strategy. It is stated that the teacher forgot to mention important aspects from the text which needs to be pointed out by students while retelling in several meetings. The lack of ability to implement the oral strategy may affect the optimum result as the strategy effect.

Moreover, Ebaugh's (2013) study which has the purpose to examine the relative effectiveness of the oral retell strategy versus the written retell strategy reveals different result. The result shows that there were no significant differences between those two, oral retelling and written retelling. The result of the mean reading comprehension scores between the oral retell group and the written retell group shows no difference. Both of them show similar efficiency effect on students' reading comprehension. Another different research result is gained by

Schisler (2008) in her study entitled “Comparing the effectiveness and efficiency of oral and written retellings as strategies for improving reading comprehension performance”. The oral retelling procedure was found to be the more efficient in terms of increasing comprehension performance than written retelling strategy. From the above review of previous studies, further study related to the implementation of both types of retelling strategy is still needed due to contradictory result. We need to figure out more reliable research result on the effectiveness of both strategies.

DISCUSSION

Reading Comprehension

There are three approaches in the way readers understand a written text. They are bottom up processing, top-down processing, and interactive processing. Bottom-up processing is considered as a lower-level reading process. This process emphasizes that readers understand meaning of the text by focusing on individual words and phrases (Stoller & Grabe, 2002). The readers will string the detail elements and build up a whole to achieve comprehension. In contrast, top-down processing emphasizes the importance of reader’s background knowledge and involves the reader’s contribution to the text they want to read in the process of achieving reading comprehension (Alderson, 2000). Stoller and Grabe (2002) also note that in top-down processing, the readers bring their previous knowledge in the process of reading. This reading approach is primarily directed by reader goals and expectations.

The third model of reading is interactive processing. Interactive processing is the process of reading by combining the elements of bottom-up processing and top-down processing (Nunan, 2003). In other words, the interactive processing readers approach a text by understanding detailed structure or construction of sentence in the text and also bring their background knowledge and contribution to the text they want to read. The readers will process how their prior knowledge and experiences fit into the text. Interactive processing is needed to achieve effective reading process. Nunan (2003) claims that interactive model reflects the

most comprehensive description of the reading process. The model proposes more adequate method in approaching texts. While readers approach a text, they not only understand detailed structure or construction of sentence in the text, but they also bring their background knowledge and contribution to the text they want to read.

In reading, there are several levels of comprehension. Burns (1999) divides reading comprehension into four levels. They are literal comprehension, interpretative comprehension, critical reading, and creative reading. The first level is literal comprehension. In this level, the reader recognizes stated main ideas, details, cause and effect, and sequences. The second level is interpretative comprehension. There are several skills for interpretative reading including: (1) inferring main ideas of passages in which the main ideas are not directly stated; (2) inferring cause-and-effect relationships when they are not directly stated; (3) inferring referents of pronouns; (4) inferring referents of adverbs; (5) inferring omitted words; and (6) drawing conclusion. The third one is critical reading. It is evaluating written material, comparing the ideas discovered with known standard and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she considered all of the material. The last level is creative reading. It involves going beyond the material presented by the author. It requires readers to think as they read. This level of comprehension requires the reader to be involved beyond the material presented by the author and requires them to use their imaginations. Creative comprehension is concerned with problems solving, making value judgements regarding the action of characters, producing new creation, improving story presentation, predicting outcomes, visualization, and cause effect.

Dallman (1982) points out the factors influencing the reading comprehension to external and internal factors. External factors involve the difficulty of the material, intelligence, environment, and teacher's method. The difficulty of material caused by materials which are beyond the students level of comprehension becomes one of the major causes of lack of comprehension.

Related to the materials used in the reading classroom, Thompskin (2014) mentions that the text as a separated factor affecting students' comprehension. It involves genres, text structure, and text feature. Genres have unique characteristics, and students' knowledge of them provides a scaffold for comprehension. Related to the text structures, the students recognize the important ideas more easily when they understand the patterns that authors use to organize text. The third one is text features, the students should apply their knowledge of the conventions and literary devices used in texts to deepen their understanding.

Next, intelligence aspect is related to the students' ability to comprehend text which is sometimes affected by mental ability. The intelligence of the reader will influence the capacity of the reader in comprehending the passage. The third one is environment aspect, it is related to the students' background environment which may affect comprehension and it varies with individuals. Thompskin (2014) involves background knowledge as an aspect from reader's factor. Whether the students are able activate their previous experience and literary knowledge in order to link what they know to what they're reading will affect their comprehension. The last one is teacher's method. It is the method of teaching whether it concentrates on the recognition of individual words without or by neglecting attention to meaning assists the students' quality in comprehending the text.

The second factor is called internal factors. It consists of motivation, self-esteem, and self-actualization. Motivation is the students' eagerness to read as one of the important factors of learners in reading comprehension. Tompskin (2014) stated that motivated students are more engaged in reading, more confident, and more likely to comprehend successfully. Next, self-esteem is the way the students see themselves in reading that has important role in developing reading comprehension. It is a human being personality that is active, highly confident. The next one is self-actualization. It is one of the basic physical needs, how the students have a feeling to create and improve their ability in reading to be best.

Tompkins (2014) mentions more factors from the reader aspect which affect reading comprehension such as vocabulary, fluency, comprehension strategies,

and comprehension skills. Vocabulary aspect is related to whether the students recognize the meaning of familiar words and apply strategies to understand what they're reading. Fluency aspect is related to whether the students have adequate cognitive resources available to understand what they're reading when they read fluently. The comprehension strategies aspect explains that the students actively direct their reading, monitor their understanding, and troubleshoot problems when they occur. The last one is related to comprehension skills, the students may automatically note details that support main ideas, sequence ideas, and use other skills.

Reading comprehension must be self-taught or taught by someone else. Grabe & Stoller (2013) stated that reading proficiency in an L2 does not develop as completely or as 'easily' as it apparently does in one's L1. Reading is not merely to understand the meaning intended by the writer. To make sure that the reader absorbs the information they should have the retention of the information in their mind. They have to identify the organization of the text while understanding the implicit and explicit information from the text. They should grab the main idea, details important information and also overall meaning of the text. Those could be achieved by readers by using retelling strategy.

In the reading classroom, the teachers are expected to provide suitable treatment in helping the students during the reading process for their success in reading. Several techniques in reading have been already implemented. In accordance with the diversity of reading comprehension technique in teaching reading, the applicability and practicality of retelling techniques are recommended in teaching reading comprehension.

a. Retelling Strategy

Retelling is one strategy which can be utilized by the teacher to help the students achieve their comprehension in reading. The teacher has to train the use of reading strategies with the purpose that they master the strategies to become independent readers. Retelling which refers to reconstructing something in order to be shared again. According to Rog (2003) retelling requires the readers to organize text information in order

to provide a personal understanding of it. Therefore, retelling requires the readers to collect items, organize, find the relation among them in order to reconstruct by themselves. Later, they will share them in a new form which still keeps up the meaning and the theme.

Retelling technique make the reading becomes meaningful for the readers. While the readers construct their own understanding of the text and they will relate the new information with their background knowledge or experience. They will put the information of the text in their own words. The readers will express their understanding in a personal form and their opinion or perspective to the core matter. Since, they may relate the information they get with the real facts or situation they face in their life. When we invite readers to respond to reading, we invite them to recreate and share their understanding of the text.

According to Rog (2003), when we read, each of us brings a unique set of background experience to the task. It is related to schema theory which explains that when individuals get information, they will fit that information into some structures in memory that help them make sense of that information (Alderson, 2000). As reading is a matter of interaction between the reader and the text, each reader interprets a text uniquely depending on his own experience. When a learner retells the content of a reading selection, the reader takes responsibility for understanding and then communicating it. Retelling is not merely listing events. Rhodes & Shanklin (1993) claim that simply recalling selected events or facts from a story or informational text is not the same as retelling.

Moreover, retelling helps the readers identify the text structures. According to Koskinen et al. (1988, p.892) as cited by Rog (2003), by retelling, the readers will be encouraged to attend to the meaning of the text. It reinforces the elements of text structure. In story text, the readers will notice the important points of the text, such as characters, setting and plot. They will also be required to distinguish between key ideas and supporting details. More than just reading, they will think about what they

read. When retelling a fictional story, the readers will think about, remember and retell the key details: story elements, major events character's feelings, thoughts, traits or actions. When retelling an informational text, they will think about, remember and retell the main topics and key details. Retelling improves text structure awareness when reading.

The teacher plays important roles in the implementation of retelling technique in the reading classroom. The activities are distributed by following the three stages of teaching reading; pre-reading, whilst-reading, post-reading. Pre-reading stage is activities prior to reading which is used to engage students to the classroom atmosphere. What the teacher should do is activating or building students' background knowledge related to the topic of the reading. According to Wallace (2003) pre reading activities may remind the readers of what they already know and activate their existing schematic knowledge. The activities will help the students being ready to read. Nunan (2003) adds the teachers may need to build up the background knowledge in the beginning of the reading process if the topic of the text is unfamiliar for the students.

In the while-reading or during-reading process, the activities have the purpose to prevent the students as passive readers. According to Wallace (2003) and Hedge (2000), the purposes of while-reading activities are to encourage learners to be flexible, active, and reflective readers. The activities provided in while-reading are utilized to assist the students in the process of achieving their reading comprehension. As stated by Armbruster and Osborn (2000) that activities during the actual reading process should facilitate or enhance students' reading comprehension. Many activities during the reading process require the students to do any of the following: follow the order ideas in a text; react to the opinions expressed; understand the information it contains; ask themselves question; make notes; confirm expectations or prior knowledge, or predict the next part of the text from various clues (Hedge, 2000). It shows that in

the while-reading activities, the teacher can keep the students active in the reading process.

Hedge (2000) explains many variations of post-reading activities. The ideal activity is the one which has relations to the reading purpose. Therefore, the students can check and discuss the activities in the while-reading and get the benefits from what they have read. Post reading activities can be varied as the texts they follow, but ideally will tie up with the reading purpose set, so that students check and discuss activities done while reading and make use of what they have read in a meaningful way, for example, by discussing their response to the writer's opinions or by using notes for a writing activity.

The use of Graphic Organizer

While reading, there is an aid needed by readers to be able to retell the information which they get from the text. The readers need a tool which helps them to visualize their comprehension concept. By visualizing the reading comprehension may develop the effectiveness of the retelling. The readers may use graphic organizers which help them to remind the important information. As stated by Benson & Cummings (2000) as cited by Rog (2003) graphic organizer may help the readers organize their thinking for retelling. Rog added that it will guide the readers identifying the elements of the text. Using the graphic organizers also helps the students to read with anticipation. It encourages them to focus on points they have to comprehend from the text. It acts as reminder for the readers to identify the elements of the text.

Retelling using graphic organizer develop the students' metacognitive ability. Graphic organizers helps the students to be aware according to Zhang and Seepho (2013), metacognitive strategies in reading are those strategies designed to increase readers' knowledge of awareness and control, to improve their reading comprehension. The students will pinpoint the important information from the text. It is used to monitor their

comprehension. As receiving the graphic maps, it encourage them to have purpose of the text, and being aware of what points they should get from the text. Robb (2003) stated that students can use this organizer during reading as a note-taking tool. As in retelling the students will construct a new form of the information, graphic organizers will guide and them in constructing. Using graphic organizers may develop student creativity to present or show information in different point of view. Graphic organizer also develops students' focus or attention.

There are many types of graphic organizers and the choice of using one type is based on the reading purpose. For example, graphic organizers for reading informational text will help the students to put main idea and supporting details in the map. As stated by Robb (2003) building details graphic organizer helps students sort out the big idea and the smaller details that support that big idea. Graphic organizers for reading fiction or story will be in the form of event sequence. Moreover, Robb (2003) added that graphic organizers in the form of venn diagram can be used for compare and contrast text.

b. Types of Retelling and the Implementation

The variations of retelling can be categorized into several types (Mowbray, 2010; Manyrawi, 2013) .There are various forms of retellings which is presented in table 1.

Table 1. Variations of Retelling

Types of Retelling	Meaning
Oral to Oral	Listening to spoken material and retelling it orally .
Oral to written	Listening to spoken material and retelling it in written forms .
Oral to Drama	Listening to spoken material and retelling it through playing drama.

Oral to Drawing	Listening to spoken material and retelling it through drawing.
Reading to Oral	Reading a written material and retelling it orally .
Reading to Written	Reading a written material and retelling it in written forms.
Viewing to Oral	Viewing a film and retelling it orally.
Viewing to written	Viewing a film and retelling it in writing.

The content and procedure of any form of retelling is quite similar, especially for a reading comprehension strategy. The reader has to go through the same steps. It will be starting from the time of reading to construct the newly born retold text. The differences are in discourse characteristics; spoken, written or drawing. Written form of retelling will be more complex as the readers need to produce full sentences, using subordinate clauses, relative clauses, passive phrases and many more. It will be in long forms. Oral or spoken form of retelling focuses more on spontaneous way of retelling the information from the text. The readers need to elaborate their speaking while retelling. For drawing format of retelling requires students creativity to deliver the information from the text they read into their drawing. This discussion will focus on two types of retelling from reading activity. The first one is Reading to Oral Retelling and the second one is Reading to Written Retelling.

1. Oral Retelling Strategy

This first type is oral retelling strategy (ORS) for improving reading comprehension and retention. Rog (2003) mentioned that retelling provides an opportunity for readers to process what they have read by organizing and explaining it to others. Oral retelling strategy encourages the students to retell the information they get from the text to others orally. According to (Manyrawi, 2013) the utilization of coordinated sentences, short forms, ellipsis, illustration and explanation

are the characteristics of oral retelling. They are required to describe it aloud, everything they can recall after reading. There is an indication by researchers that retelling increases both the quantity and quality of what is comprehended. Retelling requires the students to reconstruct materials they have read in their own form, which requires clear understanding of what has been read. The use of this technique helps the teachers to identify how much information was retained after reading or listening to a text. Moreover, it also gives teachers insights about student's knowledge of text genre and their ability to organize information. ORS enhances student's ability to retain previously learnt information.

Oral retelling provides more opportunities for the students to express everything that they remember. There is a possibility that students are able to tell information which is more than they are able to do when specific questions are asked. Retelling allows teachers to have insight into what information which a student views as important and how the student organizes the information and retain it. Retelling is not a matter of copying the previously read material, but it is an active process that requires students to be engaged in deep thinking. As stated by Rog (2003) that the purpose of retelling is to judge the students understanding of the text, not what they remember. The students need to explore the relation between ideas, read between lines to find clues, explore cause and effect, add previous knowledge from his/her own schemata, and then reconstruct the ideas and events in a new form stamped with his/her personality. Retelling also develops their creative thinking. Although the students have to retell the same reading and the elements of it such as the events, the characters and the setting of the original text or story, the students will have their own newly version of information construction. While generating the new form, the student will also judge characters, events and setting. They are allowed to state an opinion towards what they read.

Rog (2003) propose the technique called group retelling game. While doing the retelling activity, the teacher will divide the numbers of students to groups. Then, there is an important aid in this activity which is called as a game card set. In the activity, each student will draw one or more cards until all the cards are distributed. Students will take turn retelling their assigned parts of the text. This retelling game may enhance students' motivation and engagement in the learning activity.

Motivation is a key for students' success in the reading classroom. Gambrell (2011) stated that "students are more motivated to read when they have opportunities to socially interact with others about the text they are reading" Applebee, Langer, Nystrand, & Gamoran, 2003as cited in Gambrell (2011) mentioned that social interaction is defined as communicating with others about what has been read through writing or discussion. This group activity requires the students to work collaboratively with their friends. Through this retelling game in groups, the other students will listen to other students' perspective and construction as shows their understanding of the text.

Turner and Paris (1995) as cited in Gambrel (2011) there are a variety of ways that social interaction supports motivation to read. First, peer comments can pique a student's curiosity. Second, student observations of their peers' progress may increase their confidence in their own ability to succeed. Third, working with others promotes student interest and engagement. There are also a number of studies reveals that instruction that incorporates social interaction about text increases students' motivation to read and reading comprehension achievement.

a. The Procedure of Oral Retelling Strategy

The activities of oral retelling strategy implementation will be explained as follows. The students be given pre-reading activities before the treatment, then the students will read the texts silently.

While reading, they will be given graphic organizers in the form. This technique is used to help the students visualize what they read and the concept of information they get from the texts. Later, the students will do the oral retelling in the post reading. They will work with their group to tell the information they get to their friends. Last, the students will do reading comprehension test in the form of cued recall test on the explicit and implicit information of the text. The table below will show you the procedure of the lesson plan of the oral retelling strategy.

Table 2. The Procedure of Oral Retelling Strategy

Reading Stages	Lecturer Activities	Students' Activities
Pre-reading Stage	<ul style="list-style-type: none"> • Showing topic related picture to the students. • Giving questions to the students about their own experiences and background knowledge of the topic. 	<ul style="list-style-type: none"> • Reflecting on their own background knowledge or experiences related to the topic of the text. • Giving ideas of their own.
Whilst reading Stage	<ul style="list-style-type: none"> • The teacher distribute the Graphic Maps to the students • Asking the students to read silently. • Asking the students to fulfill the maps while reading. 	<ul style="list-style-type: none"> • Reading the texts silently. • Fulfilling the graphic maps while reading.
Post-reading Activities	<ul style="list-style-type: none"> • Ask the students to work in group. • The teacher gives a set 	<ul style="list-style-type: none"> • The students will work in groups. • The students will

	<p>of cue card for each group.</p> <ul style="list-style-type: none"> • Ask the students to retell the reading based on the card taken by each students. • The teacher leads classroom discussion to clarify students understanding. • Give the recall test. 	<p>retell the reading based on the card taken by each students.</p> <ul style="list-style-type: none"> • The other students will listen and wait their turn to retell their part. • The students follow classroom discussion to clarify and wrap up their understanding. • Last, the students do the multiple choice recall test to measure their understanding.
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2. Written Retelling Strategy

Manyrawi (2013) defines that written retelling strategy (WRS) is an active mental thinking process that enables the learner to re-produce the already read material in a new written form. The readers need to explore the relation between ideas, read between lines to find clues, explore text structure. In the process of written retelling, the readers also bring their previous knowledge from his/her schemata related to the text. Later on, they will reconstruct the ideas and events in a new form which may also reflect and relate to their personality. The new form will be personal as each of the reader will create different forms in representing the same message from the original text. Written retelling is quite similar with oral retelling. However, when in the oral retelling the readers have to retell what they get from the text in spoken, written retelling requires the reader to write.

Fitzgerald & Shanahan (2000) as cited in Manyrawi (2013) mentioned that the integration of teaching reading and writing will be beneficial in making learning more efficient. The reason is that both of the skills shared many of the same developmental components. Therefore, both of them are mutually reinforcing (Kutz & Roskelly, 1991 as cited in Manyrawi (2013)). They share such similar features and developmental process. In the reading process, while the content of the material to be developed process, written letters, words and sentences represent them. Thus, we can take advantages on the integration of the two skills in teaching reading.

Several research results show that written retelling improve students' reading comprehension. Larcy (2008) study entitled "Language Learning through Retelling: The Reading Writing Connection" was conducted to engage and help students respond to literature and make the reading-writing connection. The written retelling task can motivate students to take a closer look at the text features, and offer new insights to the original material. The result shows that the language learning becomes fruitful, fulfilling, meaningful and enjoyable. Both the teacher and students benefit from the activity as they explore innovative ideas, connect reading and writing in the context of the story, and create versions of their own.

Kamilah (2014) conducting an action research entitled "using retelling technique to improve Reading comprehension of the eight graders in SMP 3 Situbondo and MTS Nurul Huda Malang". This study conducted based on observation result that the students find difficulties in reading classroom. The students were identified that they failed in finding main idea and details of descriptive and recount texts. The finding showed that retelling technique improves students reading comprehension. Khisbulloh (2012) also conducted a study titled "Improving the Students' Reading Comprehension through Retelling Technique". It is an action research. This research is aimed to improve

the students' reading comprehension through retelling technique. This research examined how the profile of the use of retelling technique to improve the students' English reading comprehension, how far the improvement of the students' reading comprehension of the third year students of MA Mir'atul Muslimien 2012 through retelling technique. Twenty five students of the third year students of MA Mir'atul Muslimien Grobogan 2012 were instructed through retelling technique to improve their reading comprehension. The results show that the students' reading comprehension improves significantly. This technique uses the students' cognitive skill to recall the text that they have read. This technique can help the students to remember the information and the details of the text and to rewrite the gist of the passage. In the implementation of retelling technique, the students could enrich their vocabularies and be confident to recall and rewrite what they have read. They also performed their understanding with good connecting the information to another details.

a. The Procedure of Written Retelling Strategy

In the first stage of this written retelling strategy, the students will also be given pre-reading activities before reading. Then, the students will read the texts silently. While reading, they will be given graphic organizers in the form. This technique also will be used to help the students visualize what they read and the concept of information they get from the texts. Later, the students will do the written retelling in the post reading. They will work with their partner to exchange their writing. Last, the students will do reading comprehension test in the form of cued recall test on the explicit and implicit information of the text. The table below will show you the procedure of the lesson plan of the written retelling strategy.

Table 3. The Procedure of Written Retelling Strategy

Reading Stages	Lecturer Activities	Students' Activities
Pre-reading Stage	<ul style="list-style-type: none"> • Showing topic related picture to the students. • Giving questions to the students about their own experiences and background knowledge of the topic. 	<ul style="list-style-type: none"> • Reflecting on their own background knowledge or experiences related to the topic of the text. • Giving ideas of their own.
Whilst reading Stage	<ul style="list-style-type: none"> • The teacher distribute the Graphic Maps to the students • Asking the students to read silently. • Asking the students to fulfill the maps while reading. 	<ul style="list-style-type: none"> • Reading the texts silently. • Fulfilling the graphic maps while reading.
Post-reading Activities	<ul style="list-style-type: none"> • Ask the students to work in pairs • The teacher asks the students to write what they have got from the text in a blank paper. • Ask the students to exchange their paper with partner and give feedback each other. 	<ul style="list-style-type: none"> • The students will work in pairs. • The students will write about the information they get in a blank paper. • The students will exchange their paper with the partner • The students will read their friends' paper. • The students will give

	<ul style="list-style-type: none"> • Discussion about the information that the students miss from the text • Ask them to re-read. • Ask the students to add the information they miss from the text. • The teacher gives re-call test. 	<p>feedback each other about the content of the information.</p> <ul style="list-style-type: none"> • The students follow the class discussion. • The students re-read the text to find out information which they miss. • The students will add information they missed from the text. • The students do multiple choice test to measure their understanding.
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CONCLUSIONS AND SUGGESTIONS

From the above review of previous studies, further study related to the implementation of both types of retelling strategy is still needed due to contradictory results. There is a study shows that written retelling strategy is more effective than oral retelling strategy. The other study reveals in vice versa. Moreover, there is also a study which found that both strategies do not have significant difference of effectiveness in helping students to achieve their reading comprehension. The various results of those previous studies are affected by many factors. The important influential factor is the various abilities of the teachers to implement each of the strategies. The optimum implementation of both studies by the teachers is required to find out the better results of study. Later on, we will be able to figure out more reliable research result on the effectiveness of both strategies.

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