

Students Ability to Rewrite The Retelling Descriptive Text

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Abstract

Abstract. Retelling Story is post reading and post listening, a story in which readers and listeners tell what they remember from what they have read or listened to. Descriptive is a written English text in which the writer describes an object. Based on the above background, the writer limits the problem on the students' ability to rewrite the retelling descriptive text at Mts Zun Nuraini. This research use technique of collecting data Questionnaires, this questionnaire about some question for the respondents dealing with the factors influence the students can't understand to rewrite the retelling descriptive text. So from the data above the writer concludes that the ability of students depend on stimulator from the internal factors that can build their motivation in learning, especially in learning English grammar. Based on the research data in previous chapter, it can be conclude that the students error to rewrite the retelling descriptive text at eighth year students of Mts Zun Nuraini depend on stimulate from the internal factors. This can be seen on the result of the questionnaire conducted by the writer.

1. INTRODUCTION

English is one of many languages in the world, there are some doubts as to its future status, but even in the present it is worth countering the idea that it is an all embracing world language. There are many more people in the world, especially in Indonesia, who don't speak English than there are people who do. Therefore, English teaching has an important role in improving language skill.

English as foreign language has been established as important in the world. As an international language, English is very important to make one become successful in mastering science and technology; that's why we still need foreign language. The purpose of teaching English to students is to enable them to master four basic skills, they are listening, speaking, reading and writing.

Based on the opinion above, one of the basic skills that should be mastered in English by the students is reading. Reading is one of the skills that one must master in order to have good English. Reading skills

is an ability that involves understanding the reading material and interpreting it in particular ways. It is a receptive skill. The ability to understand reading comprehension is very important.

Story retelling is a valuable tool for improving reading comprehension, memory, and communication skills. It is often used in educational settings to assess and reinforce students' understanding of a particular text or concept. It is also commonly used in informal settings, such as when recounting personal experiences or sharing a favorite story with friends or family.

Retelling is a procedure that enables a child to play a large role in reconstructing stories. Retelling Story is post reading and post listening, a story in which readers and listeners tell what they remember from what they have read or listened to.

Story retelling as a teaching and assessment tool for improving comprehension and critical thinking skills in adolescents. The author argues that story retelling enables the reader to focus on specific elements of story structure, such as plot, character, and setting, and helps to deepen their understanding of the text. The author provides examples of how story retelling can be used in the classroom to improve students' comprehension and critical thinking skills, and suggests that it can also be used as an assessment tool to evaluate students' understanding of a particular text or concept.

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. According to White (1986:10) Writing is a process in which a person reveals and expresses his or her thoughts, feelings, emotions and knowledge and is made into useful information for others.

Writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Writing is a continuous process of thinking and organizing, rethinking, and reorganizing. According to Shih (in Brown, 2001) the writing process includes several steps. First, the teacher helps students to understand their writing process so that they are able to find suitable strategies. Writing is really a form of thinking using the written word. From the definitions above I can conclude that writing is a way to produce language that comes from our thoughts. It is written on a paper or a computer screen. (Intan Carolina:19)

Descriptive paragraph is the paragraph about describing an event. Descriptive paragraph is a text which says what a person or things is like. Its purpose is to describe and reveal a particular person, place or thing. Descriptive paragraphs are difficult enough to learn by the students. According to Siahaan (2008), descriptive is a written English text in which the writer describes an object.

Descriptive paragraphs are normally full of vivid verbs and precise adjectives. It depends on details, not actions, to hold the reader's interest. Meanwhile, according to barnet and stubbs (1983), "description represent in word our sensory impressions caught in a moment of time." In much descriptive writing visual imagery dominates. The descriptive text has a generic structure and language features. The generic structures are Identification and description.

Based on the above background, the writer limits the problem on the students' ability to rewrite the retelling of descriptive text at Mts Zun Nuraini.

2. Method

This research will be conducted at eight year students of MTs Zun Nuraini this research was conducted March 2023. The subject of this research is the eight years' students of MTs Zun Nuraini in academic year 2022/2023. The object of this research is the students ability to rewrite the retelling descriptive text. This research uses the technique of collecting data Questionnaires, this questionnaire about some questions for the respondents dealing with the factors that influence the students' ability to rewrite the retelling descriptive text. The population of this research is the eight year's students of Mts

Zun Nuraini in academic year 2022/2023. It consists of five classes. The total number is 80 students. The technique used is the total sampling.

According to John W. Creswell, if the population is less than 100, researchers should consider using the entire population as the sample in their research. This is because of the small population size, which allows for examining the entire population. By using the entire population, researchers can ensure that the research results are more accurate and represent the entire population.

The table below informs the number of sample

NO	Class	Number of Students
1	VIII-1	27
2	VIII-2	26
3	VIII-3	27
	Total	80

3. Result and Discussion

The writer gave the questionnaires and analyzed them. In this case the writer wants to know the students who cannot fulfill the test. The questionnaires aimed to find out why the students do as they do and the factors influence the students' ability in learning English especially in grammar. The writer arranged 10 Questions that influence the student's ability to rewrite the retelling Descriptive text.

Table of Questionnaires

No	The statement
1	I like studying English grammer
2	I always do English assignments
3	I often repeat the lesson at home
4	I like writer English sentence
5	I like reading English book
6	The teacher give motivation before teaching
7	The teacher use English in teaching English
8	Teacher in learning use media

9	The teacher in on time in teaching
10	Teacher in learning learn with fun

According to Sugiyono (2019) in his book "Quantitative, Qualitative, and R&D Research Methods", the formula for calculating the percentage of greetings in a questionnaire is as follows:

$$P = f / n \times 100\%$$

P : percentage

f : the frequency of each questionnaire answers

n : Number of respondents

Table 1.1
I like Studying English Grammar

No	Alternative answer	Frequency	Percentage
A	Strongly agree	21	26,25%
B	Agree	32	40,00%
C	Avarage	24	30,00%
D	Disagree	2	2,50%
E	Strongly disagree	1	1.25%
Total		80	100%

From the statement and the data above show that 21 Students (26,25%) who strongly agree with the statement, 32 (40%) agree, 24 (30%) average, 2 students (2,50%) disagree, and there are 1 students (1,25%) students strongly disagree with the statement.

Table 1.2
I always do English Assignment

No	Alternative answer	Frequency	Percentage
A	Strongly agree	4	5,00%
B	Agree	33	41,25%
C	Avarage	42	52,50%

D	Disagree	1	1,25%
E	Strongly disagree	0	0,00%
Total		80	100%

From the statement and the data above show that 4 Students (5,00%) who strongly agree with the statement, 33 (41,25%) agree, 42 (52,50%) average, 1 students (1,25%) disagree, and there are 0 students (0,00%) students strongly disagree with the statement.

Table 1.3

I often repeat the lesson at home

No	Alternative answer	Frequency	Percentage
A	Strongly agree	11	13,75%
B	Agree	24	30,00%
C	Avarage	37	46,25%
D	Disagree	8	10,00%
E	Strongly disagree	0	0,00%
Total		80	100%

From the statement and the data above show that 11 Students (13,75%) who strongly agree with the statement, 24 (30,00%) agree, 37 (46,25%) average, 8 students (10,00%) disagree, and there are 0 students (0,00%) students strongly disagree with the statement.

Table 1.4

I like writer English sentence

No	Alternative answer	Frequency	Percentage
A	Strongly agree	4	5,00%
B	Agree	10	12,50%
C	Avarage	37	46,25%

D	Disagree	19	23,75%
E	Strongly disagree	10	12,50%
Total		80	100%

From the statement and the data above show that 4 Students (5,00%) who strongly agree with the statement, 10 (12,50%) agree, 37 (46,25%) average, 19 students (23,75%) disagree, and there are 10 students (12,50%) students strongly disagree with the statement.

Table 1.5
I like reading English book

No	Alternative answer	Frequency	Percentage
A	Strongly agree	59	73,75%
B	Agree	14	17,50%
C	Avarage	3	3,75%
D	Disagree	2	2,50%
E	Strongly disagree	2	2,50%
Total		80	100%

From the statement and the data above show that 59 Students (73,75%) who strongly agree with the statement, 14 (17,50%) agree, 3 (3,75%) average, 2 students (2,50%) disagree, and there are 2 students (2,50%) students strongly disagree with the statement.

Table 1.6
The teacher give motivation before teaching

No	Alternative answer	Frequency	Percentage
A	Strongly agree	40	50,00%
B	Agree	17	21,50%
C	Avarage	18	22,50%

D	Disagree	25	6,25%
E	Strongly disagree	0	00,00%
Total		80	

From the statement and the data above show that 40 Students (50,00%) who strongly agree with the statement, 17 (21,50%) agree, 18 (22,50%) average, 25 students (6,25%) disagree, and there are 0 students (0,00%) students strongly disagree with the statement.

Table 1.7

The teacher use language in teaching language

No	Alternative answer	Frequency	Percentage
A	Strongly agree	19	23,75%
B	Agree	21	38,75%
C	Avarage	23	28,75%
D	Disagree	6	7,50%
E	Strongly disagree	1	1,25%
Total		80	100%

From the statement and the data above show that 19 Students (23,75%) who strongly agree with the statement, 21 (38,75%) agree, 23 (28,75%) average, 6 students (7,50%) disagree, and there are 1 students (1,25%) students strongly disagree with the statement.

Table 1.8

Teacher in learning use media

No	Alternative answer	Frequency	Percentage
A	Strongly agree	3	3,75%
B	Agree	20	25,00%

C	Avarage	31	38,75%
D	Disagree	15	18,75%
E	Strongly disagree	11	13,75%
Total		80	100%

From the statement and the data above show that 3 Students (3,75%) who strongly agree with the statement, 20 (25,00%) agree, 31 (38,75%) average, 15 students (18,75) disagree, and there are 11 students (13,75%) students strongly disagree with the statement.

Table 1.9

The teacher in on time in teaching

No	Alternative answer	Frequency	Percentage
A	Strongly agree	5	6,25%
B	Agree	13	16,25%
C	Avarage	50	62,50%
D	Disagree	9	11,25%
E	Strongly disagree	3	3,75%
Total		80	100%

From the statement and the data above show that 5 Students (6,25%) who strongly agree with the statement, 13 (16,25%) agree, 50 (62,50%) average, 9 students (11,25%) disagree, and there are 3 students (3,75%) students strongly disagree with the statement.

Table 1.10

Teacher in learning learn with fun

No	Alternative answer	Frequency	Percentage
A	Strongly agree	4	5,00%

B	Agree	24	30,00%
C	Avarage	35	43,75%
D	Disagree	16	20,00%
E	Strongly disagree	1	1,25%
Tota l		80	100%

From the statement and the data above show that 4 Students (5,00%) who strongly agree with the statement, 24 (30,00%) agree, 35 (43,75%) average, 16 students (20,00%) disagree, and there are 1 students (1,25%) students strongly disagree with the statement.

Table 1.11

No	The statement	Result
1	I like studying English grammer	Not factor influence
2	I always do English assignments	Not factor influence
3	I often repeat the lesson at home	Not factor influence
4	I like writer English sentence	Factor influence
5	I like reading English book	Not factor influence
6	The teacher give motivation before teaching	Not factor influence
7	The teacher use English in teaching English	Not factor influence
8	Teacher in learning use media	Not factor influence
9	The teacher in on time in teaching	Not factor influence
10	Teacher in learning learn with fun	Not factor influence

After the writer gave 10 statements in a list of questionnaires, we can conclude that the students get average levels of ability because of some factors, which come from internal and external

factors. So from the data above the writer concludes that the ability of students depends on stimulants from the internal factors that can build their motivation in learning, especially in learning English grammar.

From the statement and the data above show that 1 factor influences. It's the students who like to write English sentences. And the data above show that 9 not factor influence there are the students like studying grammar, always do English assignments, often repeat the lesson at home, the students like reading English book, the teacher give motivation and use English in teaching English, teacher use media and on time in teaching, and the teacher learn with fun.

4. Conclusion

Based on the writer's observation, the eighth graders of Mts Zun Nuraini understand the ability of the students to rewrite the retelling description text. The writer finds some of the students still unable to rewrite the retelling description text.

The low of the writing ability of the eighth year students of Mts Zun Nuraini. So in this research the writer get knowing of that, the writer analyzed the result test of the students in three class. This research sample is total sampling, there were 80 students in this research.

Based on the research data in the previous chapter, it can be concluded that the students' error in rewriting the retelling descriptive text of eighth year students of Mts Zun Nuraini depends on stimulation from the internal factors. This can seen on the result of the questionnaire conducted by the writer.

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