

CHAPTER II

LITERATURE REVIEW

A. Retelling Story

1. Definition

Since reading is a meaning-making process, how then can we best teach, expand and assess comprehension gained from a reading experiences? A non-traditional method is through the use of story retellings.

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. Crucial elements of stories and storytelling include plot, characters and narrative point of view(Fiderer, 1998: 23).

Retellings are post reading or post listening recalls in which readers or listeners tell what they remember(Morrow, 1996). But why retellings as opposed to multiple-choice, matching, fill in the blank or even open response questions? Retelling is a procedure that enables a child to play a large role in reconstructing stories. It underlies both social and academic development. When narrating stories, the speaker uses language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read (Evans & Strong 1996). Retellings after reading provide another opportunity for the reader to reconstruct the text. They extend and enhance the readers'

comprehending and comprehension processes while providing evidence for and insights into understanding the two processes. Although no method can completely represent comprehension, retellings constrain the reader's ability to represent *what* has been comprehended. Miscue analysis and story retellings indicate that readers' use complex predicting and confirming strategies when they are concerned with unfamiliar concepts in a text (Goodman, 1982). This is significant because strategies are essential for effective comprehension to occur.

2. Purpose of Retelling Story

This activity encourages children to think about stories as they retell them. It helps them learn to tell stories in detail and in sequence, important pre-literacy skills that take time and practice to develop. Children develop favorite stories early in their lives and want to hear the same stories over and over again. As we retell these stories to young children, we can help them come to understand how stories work by giving them opportunities to revisit and rebuild the stories through memory. In other side, the purpose of this activity is to help learners select the most important ideas or information and retell them in a coherent way so that a listener can get the gist of the story or event that is being retold. This involves selecting which ideas or informations are important and rejecting detail that may be interesting but is not relevant to the main ideas.

3. Aspects of Retelling Story

(Rhodes, 1993: 20) say that there are some aspects in retelling story, and they are:

a. Story

A story is a narrative of events arranged in their time sequence, it simply tells us what happened and in what order. It is the time sequence which turns a random collection of episodes into a story. This emphasise on chronological sequence is a difference from real life. Our real lives also unfold through time but have the added feature that some experiences have greater value and meaning than others. Value has no role in a story, which is concerned with the life in time rather than the life by values.

2. People

A novelist can only begin to explore the value of human experiences by developing the characters of the story. It emphasises that characters are not real people; rather they are like real people. In the story the audience or listener know people perfectly. It is this completeness that allows characters to take on the air of being real and give the audience or listener a definition as to when a character in a book is real. It is real when novelist knows everything about it. The novelist may not tell to us all, but the novelist will give us the feeling that through the character has not been explained, it is explicable.

3. Plot

A plot is also a narrative of events, the emphasis falling on causality. A plot demands intelligence and memory on the part of the reader, to remember incidents and create connecting thread between them. And the relationship between cause and effect also connects the character with the plot.

4. Fantasy and Prophecy

Fantasy implies the supernatural, but it may do this by no more than simply hinting through a magical quality in events. Parody or adaptation have enormous advantages to certain novelists, particularly to those who may have a great Prophecy is an accent in the novelist's voice.

5. Pattern and Rhythm

Pattern is an aesthetic aspect of the novel, *and* though it may be nourished by anything in the novel any character, scene, word. It draws most of its nourishment from the plot. Whereas the story appeals to our curiosity and the plot to our intelligence, the pattern appeals to our aesthetic sense, it causes us to see the book as a whole. Rhythm is like a musical motif which reappears with slight variations and helps to unify the novel. Such a motif has a life of its own, unconnected with the lives of its auditors. The appearance of a motif is not an artificial pattern, and there are times when it means nothing and is forgotten, and this seems to me the function of rhythm in fiction, not to be there all the time like a pattern.

4. Assessing Retelling Story

Scoring students English speaking especially in retelling story, it can be taken some criteria in(Finocchiaro, 1974: 2).

Table 1
Rubrics of Score

Aspect	Score	Explanations
Pronunciation	6	-Speaking as well as through current tests of speaking.
	5	-Language testers through the stages of test tasks, rating practices and design.
	4	-Pronunciation describes how well your utterances are comprehensible to the listener.
	3	-It also relates with your ability to connect words together naturally with stress on appropriate words.
	2	-Be possible to express a range of attitudes and meanings.
	1	-Able to pronounce individual (for example consonant clusters, vowels and diphthongs) effectively.

Grammar	6	- Few (if any) noticeable errors of grammar or word order.
	5	-Some errors of grammar which do not, however, interfere with comprehension.
	4	-Errors of grammar fairly frequent;occasional re-listeningnecessary for full comprehension.
	3	- Errors of grammar frequent; efforts of interpretation sometimes required on listener's part.
	2	- Errors of grammar very frequent; listener often has to rely on own interpretation.
	1	- Errors of grammar so severe as to make comprehension virtually impossible.

Vocabulary	6	-Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated of native speaker.
	5	-Occasionally uses inappropriate term on circumlocution; expression of ideas hardly impaired.
	4	-Uses wrong fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
	3	-limited vocabulary and frequent errors clearly hinder expression of ideas.
	2	- Vocabulary so limited and so frequently misused that listener must often rely on own interpretation.
	1	- Vocabulary limitations so extreme as to make comprehension virtually impossible.

Total score is calculated with the following formula:

Total score: pronunciation:.....+ Vocabulary:.....+ Grammar:.....=.....

Then, students' score can be calculated as follows:

$$\text{Students' score} = \frac{\text{students' speaking score}}{\text{max score}} \times 100$$

In this research, there will be two examiner who will score the students speaking, in order to be more objective scoring system. The examiner 1 is the researcher, and the examiner 2 is the teacher.

5. Aspect of Retelling Story Test

Story Retelling Assessment

Student's Name:

Date:

Title of Story:

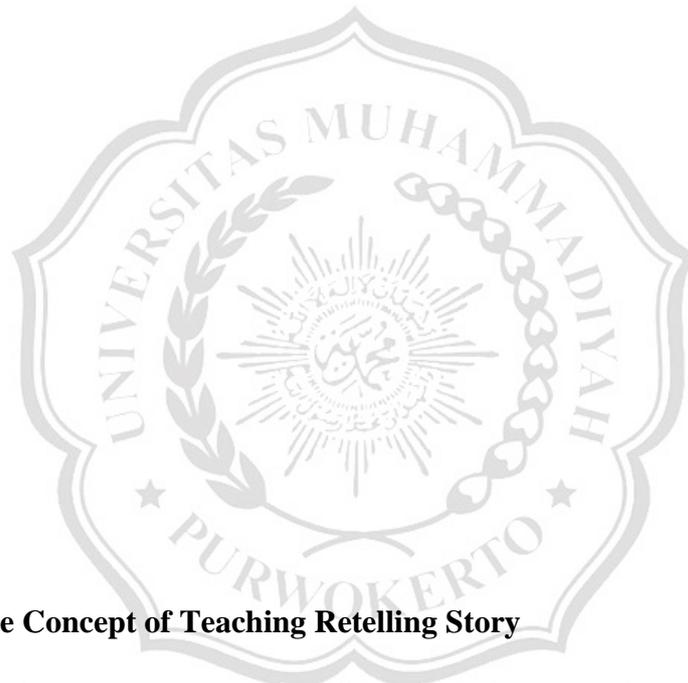
Directions: Place a check mark next to each element the student includes in her or his retelling. Note the extent to which the retelling was "assisted".

	Unprompted	Prompted
<p>Setting</p> <ul style="list-style-type: none"> Tells where the story begins, or makes a statement about time and place. 	_____	_____
<p>Characters</p> <ul style="list-style-type: none"> Names the characters at some point in the retelling. (Include one check mark for each character that was included.) Describes some characteristics of the characters (e.g., personalities, appearance). (Include one check mark for each characteristic mentioned.) 	_____ _____	_____ _____

<p>Episodes and Sequence</p> <ul style="list-style-type: none"> • Describes the main events or episodes in the story. (Include one check mark for each event.) 		
<p>Ending (problem resolution)</p> <ul style="list-style-type: none"> • Describes how the story's problem was solved or an important goal (desire, wish) was attained. • Retells the story in the correct order from beginning to end. (Include three check marks if all episodes were told in order; two check marks if most were in order; one check mark if some attention was paid to the order.) 		
<p>Book Language</p> <ul style="list-style-type: none"> • Uses some of the author's language in the retelling. • Begins with a story phrase like Once upon a time • Uses descriptive words the author used such as enormous • Uses phrases or repetitions from the book (e.g., 		

"Not I", said the ____.)		
Assistance (none, a little, a lot)		

Comments (Behaviors noted during retelling, asides the student made, etc.)



6. The Concept of Teaching Retelling Story

Teaching is a process of spelling the information from the teacher to the students. However, it needs many activities that must be be done to achieve the good result of teaching. The purpose of teaching is to help the students to learn.

In teaching process, the teacher has an important role. Trabue in Skinner (2004: 26) says that a good teacher can play some important roles in the learning of an individual. Those are:

- a. Observe the individual and try to understand his present abilities, interest, and needs.
- b. Stimulate and encourage him to explore them further.
- c. Help to provide further experiences such a nature as he can probably use a satisfying the needs and curiosities he feels now.

Each effective teacher develops his own ways of recognizing the need currently felt by his students and guiding them into and through experiences design to result in learning that will satisfy those needs (Trabue Skinner, 2004: 20).

In teaching retelling, the teacher should use appropriate way in order to make the student understand and can speak English well. There is a way to teach speaking in order that easier that is use game. Because game is a technique that helps and encourages many learners to sustain their interest and work. With the games also help the teacher creates context in witch the language is useful and meaningful. In this teaching speaking game that will be used is whisper and guessing game, because it can improve students' solidarity in classroom.

B. Cooperative Game

1. Definition

According to (Michelle, 2000), cooperative game is a game where groups of players (coalition) may enforce cooperative behaviour, hence the game is competition between coalition of players, rather than between

individual players. It is like a coordination games, when players choose the strategies by a consensus decision-making process.

Moreover (Hadfield 1987: 3) defines that cooperative game is a game in which players or teams work together towards a common goal.

Based on the explanation above, it emphasize the participation, challenge and fun rather than defeating someone. A cooperative game focuses on fun an interaction rather than competition and alienation.

Cooperative game are not new. Some of the classic games we participated in as children are classic because of the play emphasize. There may be competition is not sitting out or loosing. Instead, it may involve switching teams so that everyone ends up on the winning team.

2. The Advantages of Cooperative Game

Whitaker (2005: 42) explained that there are some advantages of cooperative games:

- a. Cooperative games help set the tone of an action. Social change work is often hard driven and energy consuming. Many groups find.
- b. Cooperative games offer a brisk; friendly way to bring together passionate task oriented goals with focused group driven team building. In other words, fun and games can propel social change.
- c. Cooperative games are to get people to think together, as a team, so that everyone in the group has input and shares ideas.

It can be conclude that before a group can build effective solution to the problems facing their communities, they need to trust each other and communicate each other.

C. Whisper and Guessing Games

1. Definition

Teacher can use many cooperative game which is suitable to language function they are going to teach and to their class condition. Here, the researcher choose two types of the cooperative games, they are:

a. Whisper Game

It is a game that someone whispers to the other in a form sentences or word.

b. Guessing Game

In this game, everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to complete in a questionnaire or to solve a problem. Each students thus simultaneously a giver and a collector of information.

2. Advantages of Whisper and Guessing Game

a. Advantages of Whisper Game

There is a common perception that all learning should be serious and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a miss conception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. There are many advantages of using whisper game in the classroom:

- 1) Using whisper game is fun, and it does not boring.
- 2) They are motivating and challenging.
- 3) Learning a language requires a great deal of effort.
- 4) Games provide language practice in the various skills- speaking, writing, listening and reading.
- 5) They encourage students to interact and communicate.
- 6) They create a meaningful context for language.

b. Advantages of Guessing Game

To engage students in the material they're currently learning. These games are relatively simple and easy for children to remember the rules to, allowing them the opportunity to play along without too much confusion. Because of their ease, students of all ages can play guessing games, allowing them to further explore their topic of interest or learn new things.

3. How to Do Whisper and Guessing Game

a. How to Do Whisper Game

The students can practice whisper game in pre-activity and we may let the students to start with a topic at the centre and then generate a web of ideas from that.

Natalie suggest using the following foundation structures for whisper game:

- 1) Get at least five people, preferable 10 plus people
- 2) Prepare
- 3) Sit the players down on the floor in a circle or a line

- 4) Give the first player the message note
- 5) Request that the next person say whatever they heard also fast in the same manner to the next person
- 6) Continue on around the circle or down the line.
- 7) All students can practice speaking using little class time.
- 8) Students develop both fluency and accuracy.
- 9) Improvement is easy to see, so students and teachers remain motivated.
- 10) Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- 11) Games usually involve friendly competition and they keep learners interested.
- 12) These create the motivation for learners of English to get involved and participate actively in the learning activities.
- 13) Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

b. How to Do Guessing Game

Guessing games are a way to engage students in the material they're currently learning. These games are relatively simple and easy for children to remember the rules to, allowing them the opportunity to play along without too much confusion. Because of their ease, students of all ages can play guessing games, allowing them to further explore their topic of interest or learn new things.

We can practice guessing game in pre-activity and we may let the students to start with a topic at the centre and then generate a web of ideas from that.

Natalie suggest using the following foundation structures for guessing game:

- 1) Make sure the students understand thoroughly the concept you'll be using in your guessing game. This will ensure no children feel unable to keep up or feel as though they are lost.
- 2) Tell students you are thinking of a word or an object related to what you just studied and ask them to ask you yes-or-no questions. Give them a set number of questions they can ask as a class. If a student wishes to guess before you get to the end, she may do so, but if she is wrong, she is "out" and unable to ask questions until the next round.
- 3) Pick other students to take turns thinking of objects or words related to what you just studied and have other students ask them a set number of questions.
- 4) Use simpler guessing games for younger children. Begin to describe an object or concept and see if the children can guess it. If the children are able, have them come up one at a time to describe objects for the class to guess.
- 5) Have students draw pictures and ask the other students to guess what they are drawing in a set amount of time without the student who is drawing using words. This works particularly well for a language class or English as a second language (ESL) class.

D. Basic Assumption

Speaking belong to important skill in the mastery of the language that students learn because it is used to convey their ideas through vocal organs. We can see most of students are still low in English; even they cannot speak English. Whisper and guessing games is one of technique which can help the students express their ideas, so the writer thinks that whisper and guessing games is a technique that effective in teaching retelling story.

E. Hypothesis

Based on the explanation above, the researcher has hypothesis that whisper and guessing games is a technique that effective in teaching retelling story at Eight Grade students of MTS Muhammadiyah Bumiayu In Academic Year 2011/ 2012.

