

EMPOWERING THE STUDENTS' READING NARRATIVE BY USING ENGLISH STORY WITH AUDIOS – AUDIO BOOK APPLICATION OF ANDROID MOBILE PHONE THROUGH RETELLING STORY

Moch. Maskuri

SMP N 1 Semanding

Abstract

This article discusses empowering the students' reading narrative through English story with Audios – Audio Book Application. As we know reading is receptive language skill in which the reader comprehends the text. In teaching reading, the teacher should have a strategy that fulfills the students' interest, so they can enjoy learning. English story with audio is a story which is completed with Audio. It is very interesting story. Since it is published with many sources of story, this story will be very interesting media that can be used in empowering the students reading competence. Moreover, when it is used in teaching reading, It can be used to make students active in finding their favorite story because it consist hundreds of story with many kinds of story. This strategy will give the students enough opportunity to develop their reading competence in free reding activity, when they are given reading log. Unintentionally, the students can improve their reading competence because they enjoy to develop their vocabulary by reading the text completed with audio. This media is applied with retelling strategy. Retelling strategy is strategy in teaching assessing reading comprehension. Retelling is a strategy that is used to determine how well a student has comprehended a specific story. Retelling can be used as an effective tool in improving comprehension as well as assessing it.

Key words: *Empowering English story with Audio Book*

1. INTRODUCTION.

Reading is as a process to get information of the text. When the readers read, they use their eyes to receive written symbols. They are letters, punctuation marks and spaces and they use their brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading can be silent or aloud so that other people can hear. Reading is a *receptive* skill - through it we *receive* information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

Reading is the third of the four language skills, which are: Listening, Speaking, Reading, Writing. In our own language, reading is usually the third language skill that we learn. Reading is therefore a highly valuable skill and activity, and it is recommended that English learners try to read as much as possible in English. So that why English story- Audio book can empower the students' reading competence.

English story Audio book is a free application. This provides you many stories with transcription and audio. The English with audios will help the learners relax in reading the text. The teacher can let the students to read and listen to this app with hundreds of stories. In this article, the writer discusses empowering the students reading narrative competence by using English story with audio through retelling story. Retelling strategy is strategy in teaching and assessing reading comprehension. Retelling is a strategy that is used to determine how well a student has comprehended a specific story (Jennings, Caldwell, & Lerner, 2014: 268). Retelling can be used as an effective tool in improving comprehension as well as assessing it.

2 Review of Related Theory

2.1 Teaching Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. Reading is a *receptive* skill - through it we *receive* information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it.

According to Albert Valdman, (1996) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. According to (Oka (1983:15) in Jaenal 2010) if viewed in terms of differences in scope, it can be distinguished three kinds of meaning to read: Understanding the first is a narrow sense, namely the sense that regards reading it as a process of written symbols recognition. Into this process included the recognition of words carefully, in a wide range, and quickly. According David Nunan (1989:33) -Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading. So, in the classroom, in students' reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed. According to Harmer (2007: 99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. According to Grellet (2004:7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

According to Day and Bamford (1998:12) reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader

connecting information from the written message with previous knowledge to arrive at meaning and understanding.

2.2 Narrative

A Narrative Essay tells a story. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

The purpose of this type of writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details all work together to develop an identifiable story line that is easy to follow and paraphrase.

The narrative approach, more than any other, offers writers a chance to think and write about themselves. We all have experiences lodged in our memories which are worthy of sharing with readers. Yet sometimes they are so fused with other memories that a lot of the time spent in writing narrative is in the prewriting stage.

In this stage, writers first need to select an incident worthy of writing about and, second, to find relevance in that incident. To do this, writers might ask themselves what about the incident provided new insights or awareness. Finally, writers must dredge up details which will make the incident real for readers.

2.3 Retelling Story

Retelling is a strategy that is used to determine how well a student has comprehended a specific story. Retelling can be used as an effective tool in improving comprehension as well as assessing it (Jennings, Caldwell, & Lerner, 2014: 268). During a retelling, teachers gain insight as to how students are putting together the information offered in a text. When students' understanding of a text is observed and analyzed during retelling, teachers discover what information students remember and deem as important. According to Jennings, Caldwell, & Lerner (2014: 268), to begin a retelling, inform the student he or she will retell a story after it is read. Then, have the student read the text. After reading, ask the student to tell about the story as if he or she was telling it to someone who had never read it. Once the student has finished retelling the information he or she remembers from the story, you may ask the student to elaborate on certain parts. Jennings, Caldwell, & Lerner (2014; 268) state, "this prompting is important for low-achieving readers, because they often know more about

a story than they will tell in a free recall". Leslie and Caldwell (2001) and Caldwell and Leslie (2008) describe guidelines for evaluating a retelling. Retellings should include: Presence of the major characters Defining characteristics of the characters, Problem presented in the story, Solution to that problem (or the end), Events presented in sequential order. According to Jennings, Caldwell, & Lerner (2014: 269), "evidence suggests that students who retell stories improve their comprehension". Students' reading comprehension improves when teachers give feedback about retellings

2.4 English Story Audio

English story Audio book is a free application. This Application provides many stories with transcription and audio. The English with audios will help the learners relax in reading the text. The teacher can let the students to read and listen to this app with hundreds of stories. In this article, the writer discusses empowering the students reading narrative competence through English story with audio. The text is also completed with dictionary. To find the difficult word, the user just easily click the word. Then it will provide the meaning.



2.5 The procedure in teaching through Story book audio

- 1 The teacher shares the students' application through –Share itll application.
- 2 The teacher explains how to open the application.
- 3 Presenting the English story Audio. In this step, the teacher explains the feature of the application. By explaining them that difficult words can be looked at by clicking the required word.

4 Present Vocabulary

The teacher presents the words that appear in the story and show the students that they can be check by clicking the required difficult word.

5 Reinforce generic structure of narrative

The teacher has to present some relevant tenses related to the story. Include past tenses, contrasts between tenses.

The teacher has to present the generic structure of the narrative text. They are orientation, complication, resolution, reorientation.

6 Questioning the class

Ask some questions. They can be the setting, the character, the complication and resolution of the story in the comic. (Write the questions on the whiteboard)

Who are the character of the story?

Where does the story take place?

How do the characters solve the problem? *Etc.*

- 7 Divide the class. With a smaller class it may be possible to do this as a whole class activity. Or, divide the class into groups of about eight. If space permits, allow the class to stand and walk around the room so as to be as realistic as possible. Remining them of the questions on the whiteboard.

8 Retelling the story

The teacher as the students to

1. Present the major character(s) Defining characteristics of the characters,
2. Presenting the Problem presented in the story,
3. Presenting the Solution of problem (or the end),
4. Presenting the events in sequential order.

- 9 Presenting the story in fron of the class (Sadow,1982: 89)

3. Conclusion

In teaching reading, the teacher must make sure that students have to master vocabulary and the thread of the story. In this case, the teacher should prepare the students

to master these components. If the students have acquired these, they will be ready to write. Retelling the story game is one of the optional strategies in teaching reading in free reading practice. It can be used to make students active in reading the story individually in group. This strategy will give the students enough opportunity in reading with interesting media. In this case, English story book audio application is can empower them to enrich their vocab. Because it has various kind of story. The special one is it is interesting media due its audio text. For post reading activity, they can tell the story they read and listen in turn.

The activity in this strategy gives the students more opportunity. It is proved in the implementation of this game that the game provides the students with enough preparation. The preparation consists of memorizing the story and comprehending the story. If the students get difficult word they can look up the meaning by clicking the required word and asking the teacher. This game can also be combined with other media to make it more interesting. The teacher can find some more interesting media to be used with this game. Finally, it is hoped that this media and strategy will be an optional strategy in teaching reading especially in reading narrative.

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