THE EFFECT OF WRITTEN RETELLING TECHNIQUE ON STUDENTS' READING COMPREHENSION ACROSS PERSONALITY LEARNING STYLES

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Abstract: This quasi experimental study aims to investigate how written retelling technique affects the reading comprehension of university students having different personality learning styles (introverted vs. extroverted). A reading comprehension test and a questionnaire were utilized to collect the data. Two groups of students were involved in the study, with the experimental group receiving the treatment of being taught using a written retelling technique and the control group being taught using the oral retelling technique. The results of the study revealed that the first group of students showed better performance in reading comprehension test than the latter group. Even though there was a significant difference between the extroverted and the introverted students in reading comprehension achievement, the findings suggest that written retelling technique was more effective regardless of the personality learning styles.

Keywords: written retelling technique, introverted, extroverted, reading comprehension

Abstrak: Penelitian quasi-eksperimental ini bertujuan untuk menyelidiki bagaimana dampak teknik *written retelling* (menceritakan kembali sebuah teks dalam bentuk tulisan) terhadap *reading comprehension* (kemampuan memahami bacaan) dari mahasiswa dengan *personality learning styles* berbeda (introvert vs. ekstrovert). Teknik pengumpulan data menggunakan tes *reading comprehension* dan kuesioner. Data didapatkan dari dua kelompok mahasiswa, yakni kelompok eksperimental yang diajar dengan menggunakan teknik *written retelling* dan kelompok *control* yang diajar dengan teknik *oral retelling* (menceritakan kembali sebuah teks secara lisan). Hasil penelitian menunjukkan bahwa kelompok eksperimental menunjukkan hasil yang lebih baik dalam tes daripada kelompok *control*. Selain itu, meskipun terdapat perbedaan signifikan antara mahasiswa ekstrovert dan introvert dalam tes, hasil penelitian mengindikasikan bahwa teknik *written retelling* lebih efektif daripada *oral retelling* terlepas dari *personality learning styles* mahasiswa.

Kata Kunci: teknik *written retelling*, introvert, ekstrovert, *reading comprehension*

The availability of printed and unprinted written texts nowadays manifests the way humans think and act in daily life. This implies the needs for reading ability in order to be able to

interpret and grasp the meaning of the texts (Glenberg, 2011). Students and practitioners, particularly, cannot be separated from reading both primary and secondary sources such as textbooks, research reports, or journal articles to construct knowledge, share understandings, ideas, and feelings with others, and develop new insights and perceptions (Sulistyo, 2011: 20). Consequently, reading should be prioritized excessively by academicians since it is a pivotal skill to achieve academic purposes (Saville & Troike, 2005: 136). The variety of reading reasons aforementioned shows that reading is very influential for academician activities. Education for All (EFA) global monitoring report team calculation reveals that 171 million students in low income can escape from poverty after having basic reading skills which would decrease 12% of world poverty (UNESCO, 2014: 13). The report shows that reading constitutes a paramount implication in students' further life to gain better prosperity.

Pertinent to academic context in Indonesia, reading is commonly taught from lower secondary school to tertiary level (UNESCO-IBE, 2011). Teaching reading in Indonesia can be categorized as improving reading comprehension; it is considered to be the core of teaching and learning reading process since the aims are related to increasing learners' skills (Cahyono & Widiati, 2011: 49). As a matter of fact, in English as a foreign language (EFL) learning context, nowadays, it can be seen that authentic input for reading in the forms of both electronic and non-electronic texts can be accessed and gained easily from the internet and library. Logically, the widespread of input through reading will determine students' success in learning English (Dulay, Bur, & Krashen, 1982: 13). In other words, the extraordinary quantity and quality of written texts may enhance students' reading abilities massively. Conversely, a large number of reading texts show the idiosyncrasy of reading habit in Indonesia (Ministry of Education and Culture, 2012). In this case, students do not develop and enrich their insight even though there are many authentic input texts surrounding them. Iftanti (2012) in her study acknowledged that few students have passion to read various English written texts regularly and spend four hours or more every day for reading. As a consequence, teachers should maximize reading activities in classrooms, teach the students reading techniques, and give adequate reading assignments. Educational institutions need to work on prepare human resources of high quality, especially in terms of reading proficiency, so students can compete with other countries professionally.

To deal with future challenges, a plausible reading technique is needed in EFL reading activities to improve students' reading comprehension because nowadays teaching reading comprehension in the classroom commonly involves testing reading comprehension whereas reading assessment must be commensurate with providing the teaching of reading technique in classroom (Block, Gambrell and Pressley, 2002). Therefore, bringing students and texts together in reading techniques that will be utilized in pre-reading, whilst-reading and post-reading should consider reading objectives (Brown, 2007: 363), so that basic competences for lower and upper secondary schools in EFL can be well attained. Concerning the development of instructional phases e.g., pre-reading, whilst-reading, and post-reading, the activities made by teacher should be relevant to students' learning activities (Cahyono and Widiati, 2011: 57), so that teaching and learning reading processes in the classroom can boost students' reading achievement properly, especially reading comprehension (Kazemi, Hosseini, & Kohandani, 2013). In a further investigation, examining specific reading techniques to promote comprehension for the instructional sequences which can be employed in teaching reading for EFL is required (Grabe & Stoller, 2002).

In accordance with the diversity of reading comprehension techniques in teaching reading, the applicability and practicality of retelling technique e.g., written retelling

technique is recommended in the teaching reading comprehension (Harris & Graham, 2007). The process of increasing comprehension is acquired when students recall their understanding after reading the written text. It encompasses an active process for rehearsing reading and recalling their understanding. When implementing written retelling technique, students have to produce their understanding by selecting some important information with their own words as many as possible (Fisher & Frey, 2000). Subsequently, the written retelling technique can activate readers' working memory that has a function to stimulate, rehearse and increase students' understanding (Naka & Naoi, 1995).

Studies on written retelling technique in the context of teaching reading comprehension have shown mixed (Moss, Leone & Dipilo, 1997; Schisler, 2008; Johnson, 2008; Natalie, 2009; Lin, 2010; Manywari, 2013). Despite the use of written retelling technique in teaching reading for first and second language, the previous studies elaborated earlier disclose a gap. The contradiction between the significance and insignificance of the written retelling technique results has emerge The research evidences reveal that written retelling technique can give impact on students' reading comprehension (Moss, et al. 1997; Schisler, 2008; Lin, 2010; Manywari, 2013), but other studies employing the written retelling technique find that the technique could not support teaching of reading comprehension (Johnson, 2008; Natalie, 2009). Studies need to be conducted to verify the insignificance of written retelling technique as some studies have indicated, and to fulfill the absence of research on the topic in EFL research context in Indonesia.

With references to individual differences, personality learning styles, e.g. introvert and extrovert can determine the success of language learners in reading skills because the introvert students are thought to obtain some advantages compared with the extrovert students in reading skills (Shahila & Meenakshi, 2012). In fact, numerous studies have been carried out in various contexts that explored the influence of the extrovert and the introvert personality on reading comprehension for teaching and learning language (Harasdasht & Baradaran, 2013; Soleimani, Jafarigohar & Ramezani, 2013; Amiri & Nakhaie, 2013; Safdarian, Ghyay & Farsanl, 2014; Ahour & Harasdasht, 2014; Nufrianfar, Far & Gowhary, 2014; Rekabdar, Behrouzi & Hakhverdinan, 2015), but it is still questionable whether the extrovert or the introvert is superior personality learning styles when comprehending the written text. Some studies revealed that the introvert students in intermediate level were better off doing reading comprehension questions (Harasdasht & Baradaran, 2013; Rekabdar, Behrouzi & Hakhverdinan, 2015). Another study by Ahour and Harasdasht (2014) also came up with similar findings with students of tertiary level in the context of reading and answering comprehension question individually without discussing the answers. Further, Safdarian, Ghyay and Farsanl (2014) concluded that the introvert students in tertiary level are more strategic readers compared with the extrovert students when comprehending the written texts. On the contrary, Nufrianfar, Far, and Gowhary (2014) reported that the extrovert students outperformed the introvert students in reading comprehension for senior high school, while other studies found that the extrovert and the introvert students in tertiary level had no significant difference in reading comprehension (Soleimani, Jafarigohar & Ramezani, 2013; Amiri & Nakhaie, 2013).

Even though the extrovert and introvert research in reading comprehension for various contexts show different results, it is still believed that each reading comprehension technique may be attributed to different personality learning styles e.g., introvert or extrovert (Sadeghi, Kasim, Tan & Abdullah, 2012). These characteristics of personality learning styles are assumed to be able to influence how learners learn, behave, think, and interact when

implementing a reading comprehension technique. Generally, in the personality style nuance underlying the Jung's model, Hanna, Suggett, and Radtake (2007: 46) affirmed that the extrovert students have inclinations to work in the outer world whereas the introvert students have preferences to the inner world. In particular, Lee (2005) emphasizes the distinction between the extrovert and the introvert students in classroom that the extrovert students have preferences in interaction activities whereas the introvert students tend to be attracted to independent works. Therefore, in the teaching and learning process, the extrovert and the introvert personality styles based on psychology can be observed as the personality learning styles because there is an interconnection between the personality style and the students' preferences when utilizing a technique in classrooms (Oxford, 2010:3). Therefore, when a written retelling technique is applied in teaching reading comprehension, provides learning conditions for the introvert personality learning style because the technique focuses on students' independent work without interacting with their friends. In other words, when a written retelling technique for teaching reading is applied, it is presumable that the written retelling technique can influence students' scores in reading comprehension for the introvert students, and the scores of the extroverted students will be lower compared with the introvert ones. Therefore, it is quite intriguing to see the influence of written retelling technique on students' reading comprehension across different personality learning styles.

Based on the mixed results of the studies in this topic as described previously, it is still dubious whether the written retelling technique is also effective for enriching students' reading comprehension and contributing to students who have different personality learning styles like extrovert and introvert. This inspires another kind of research related to the written retelling technique by scrutinizing it from students' personality learning styles i.e. extrovert and introvert since until now, there have been limited research investigating the effect of written retelling technique on students' reading comprehension across personality learning styles upper secondary school level based on its nature which focuses on the inner and the outer world. Therefore, the problems of this study are formulated as follows:

1. Do students taught with the written retelling technique have better reading comprehension than those taught with the oral retelling technique?
2. Do students with the extrovert personality learning styles have better reading comprehension than those with introvert personality learning styles?
3. Is there any interaction between written retelling technique and students' personality learning styles?

METHOD

This study applied a factorialized (2x2) version of the nonequivalent control group design. The population of this study was the tenth graders of SMAN 2 Bengkulu in the academic year 2014/2015. In addition, the written retelling technique in the experimental class was used to teach descriptive texts in line with the 2013 Curriculum. Since the design applied quasi-experimental research, it was unfeasible to assign the students randomly. Only two classes were chosen as the target of this research using cluster random sampling. Consequently, the subjects of this research were the students of X IPA D which involved 32 students and X IPA E which involved 32 students. The written retelling technique was employed in the experimental class, and the oral retelling technique was used to teach the control class.

RESEARCH FINDINGS

The research hypotheses were tested in the data analysis process. The first hypothesis to be tested is the main effect of the written retelling technique on students' reading comprehension by using Mann-Whitney in SPSS 16 program by testing the following statistical hypothesis:

H_0: there is no significant difference in reading comprehension between students taught using written retelling technique and those who are taught using oral retelling technique.

The result of the test for the means difference between experimental and control groups is presented in Tables 1 and 2.

Table 1 The Result of Two-Independent Samples Test of the Experimental and the Control Groups

Group	N	Mean Rank	Sum of Ranks
Score Experimental group	32	33.81	784.00
Control group	32	31.19	756.00
Total	64		

Based on Table 1, the mean rank for the experimental group which consists of 32 students was 33.81 whereas the mean rank of the control group of the same number of students was 31.19. It can be said that the mean rank of the post-test score for the experimental group was greater than the mean rank of the post-test for the control group.

Table 2 Test Statistics[a]

	SCORE
Mann-Whitney U	470.000
Wilcoxon W	998.000
Z	-.573
Asymp. Sig. (2-tailed)	.567

Note: a. Grouping Variable: GROUP

Based on Table 2, the Asymp. Sig. (2-tailed) was .567 $>\alpha$ .05, so the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. It can be concluded that the students taught with the written retelling technique have better reading comprehension than those taught using the oral retelling technique.

The second hypothesis deals with the main effect of personality learning styles on students' reading comprehension in the group of extrovert and introvert personality learning styles. The statistical hypothesis to be tested is as follows:

H_0: there is no significant difference between reading comprehension of students with the extrovert personality learning styles and those with the introvert personality learning styles.

The result of the test for means difference between the extrovert students and the introvert students is presented in Tables 3 and 4.

Table 3 The Result of Two-Independent Samples Test of the Extrovert and the Introvert Groups

CLS Group	N	Mean Rank	Sum of Ranks
Score Extrovert	19	18.76	356.50
Introvert	13	13.19	171.50
Total	32		

(Source: Result of Data Analyses)

Based on Table 3, the mean rank of the extrovert students' scores was 18.76 with 19 students while the mean of the introvert students was 13.19 with 13 students. It can be seen that the mean rank of the extrovert students' scores was greater than the mean rank of the introvert students' scores.

Table 4 Test Statistics[a]

	SCORE
Mann-Whitney U	80.500
Wilcoxon W	171.500
Z	-1.668
Asymp. Sig. (2-tailed)	.095

(Source: Result of Data Analyses)

Note: a. Grouping Variable: CLS_group

Based on Table 4, the Asymp. Sig. (2-tailed) was $.095 > \alpha$ .05, so H_0 was rejected, and the H_1 was accepted. In other words, there is a significance difference between reading comprehension of the students with the extrovert personality learning styles and those with the introvert personality learning styles.

The third hypothesis to be tested is to see whether there is interaction or not between the written retelling technique and students' personality learning styles by using SPSS 16 program. The statistical hypothesis to be tested is as follows:

H_0: there is no interaction between the written retelling technique and students' personality learning styles.
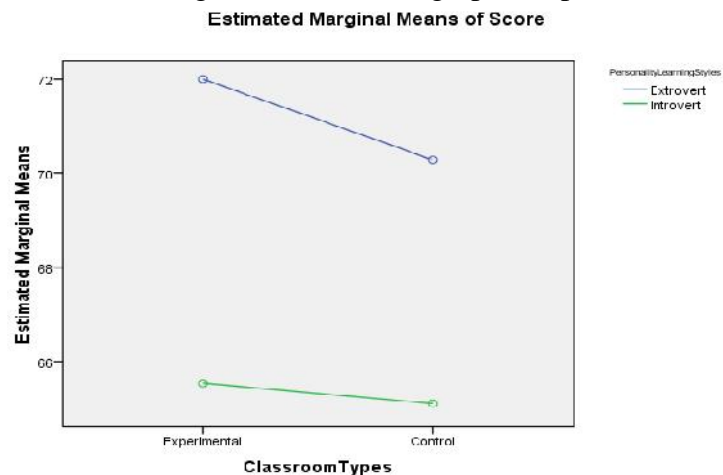
The result of the test for interaction between the written retelling technique and students' personality learning styles is presented in Table 5.

Table 5 The Result of Interaction Testing

Source	Type 1 Sum of Source	df	Mean Square	F	Sig
Model	299806.134[a]	4	74951.534	875.567	.000
Teaching reading strategy types	299273.000	2	14963.500	1.742E3	.000
Personality learning styles	526.678	1	526.678	6.131	.016
Personality learning style*Classroom Types	6.456	1	6.456	.075	.785
Error	5153.866	60	85.898		
Total	304960.000	64			

(Source: Result of Data Analyses)

Based on the analysis results displayed in table 5, the $F_{observed}$ value of classroom types was .075. In order to get evidence of the rejection of H_0, the $F_{observed}$ must be compared with level of significance (:.05). The F_{table} value was 4.00 $_{(.05:60,1)}$. It can be concluded that the $F_{observed}$ value was smaller than the F_{table} value (.075<4.00 $_{(.05:60,1)}$). Based on the $F_{observed}$ value, it indicated that the null hypothesis was accepted, and the alternative hypothesis (H_1) was rejected. In conclusion, there is no interaction between the written retelling and students' personality learning styles because F observed was smaller than F_{table} value. Moreover, Young and Veldman (1981:474) stated that a graphical presentation of group means can be used to determine the interaction effect precisely. Thus, using the graphical presentation, it can support the $F_{observed}$ value. Figure 1 shows the graphical presentation of the ANOVA interaction.

Figure 1. The Interaction between Both Groups

Based on Figure 1, it can be seen that the means for the extrovert in both the pre-test and the post-test were higher than the introvert in the control class. However, those two lines were almost parallel, and the two lines did not nudge together. It can be concluded that there is no interaction between the written retelling and the personality learning style. In other words, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_1) was rejected. In conclusion, there is no interaction between the written retelling technique and the students' personality learning styles that can be seen from the difference between the $F_{observed}$ and the F_{table} and graphical presentation of ANOVA.

DISCUSSION

The result of hypothesis 1 was in line with the success of the studies conducted by Moss (1997), Schisler (2008), Lin (2010), and Manywari (2013) that the written retelling technique could strengthen students' reading comprehension. Inevitably, the failure of the previous research described in the earlier section, e.g., Johnson (2008), and Natalie (2009) were rejected because the evidence of hypothesis 1 did not show the insignificance of the written retelling technique on students' reading comprehension. In a nutshell, it revealed that the students who were taught by using the written retelling technique achieved significantly better in reading comprehension than those taught using the oral retelling technique.

There were some reasons why the written retelling technique was applicable for teaching reading comprehension to EFL students instead of the oral retelling technique. In EFL context, the written retelling technique minimized the students' anxiety to demonstrate their comprehension compared to the oral retelling technique because in the written retelling technique, students did it individually without any pressure to speak up in front of their friends and class. Manywari (2013) contended that after the implementation of the written retelling technique, the EFL students taught using the technique state that they felt comfortable to do the written retelling activity because their self-confidence increased, and they could overcome their shynesses and fear, which affects their reading comprehension.

Second, the written retelling technique provided some time for students to think and recall what they had read compared with the oral retelling technique because in the oral retelling technique, the students spoke directly what they thought in their mind after reading the written text. It was undeniable that students in the control class who used the oral retelling technique needed good language proficiency especially in speaking skill. Cohen, Krustedt, and May (2009) assert that the oral retelling technique can be done fluently by most proficient learners. It was congruent with the success of previous researches who used the oral retelling conducted in first and second language e.g., Dunst, Andrew and Deborah (2012), McGee (2010), and John, Lui, and Tannock (2003). In addition, the success of the oral retelling in EFL was applicable for the advanced learners at tertiary level (Hemmati & Kashi, 2013). In fact, based on the observation conducted in the control class, few students had high self-confidence to retell orally and fluently. It might be the students in both the control and the experimental classes were in the silent period phase. Before the implementation of the written retelling technique, the English teacher had said that the language proficiency of the students in both the experimental and the control classes were low. According to Dulay, et al. (1982: 13), the students in silent period are not allowed to produce productive skills without being help by concrete visual aids. It meant that the oral retelling should be helped by some pictures. In this case, even though the written retelling technique requires productive skill, but the students were helped and given some time to think when the written retelling occurred to recall their ideas because it needed process of recalling their understanding, so their understanding and ideas can be formulated chronologically (Manywari, 2013).

Third, when the written retelling technique was done individually, it helped to manage the class and organize 32 students. In the control class, the classroom activities were mainly done in groups. The students were asked to retell the texts in their groups and the other groups. Subsequently, the representative of the students was called to retell orally in front of the class. Based on the group activities in the control class, controlling four groups consisting of eight students were totally very hard. In fact, the school did not provide a teacher assistant to manage and control the students. However, in the experimental class, the written retelling

technique done individually was practical with the high number of students because it was easy to control the students. When students recalled their understandings in writing, they fully concentrated their own works, and how well the students retell the texts could be seen from their individual written retelling product.

In fact, based on the result of the hypothesis 2, students with the introvert personality learning styles did not get better reading comprehension scores than the students with extrovert personality learning styles. It could be said that the mean of difference for the extrovert was greater than that of the introvert students. Therefore, the previous assumption that had been made by the researcher based on the theories was rejected. In this case, the students with the extrovert personality learning styles achieved better than the the students with introvert personality learning styles. The result of second hypothesis was consistent with the previous research discussed earlier, e.g., Nufrianfar et al. (2014). They found that the students with the extrovert personality learning styles outperformed the students with the introvert personality learning styles when comprehending the written text. Even though the second hypothesis revealed that the students with the extrovert personality learning styles contributed to students' reading comprehension. t was really questionable whether the students with extrovert personality learning styles really gave contribution toward reading comprehension because the total number of the extrovert (19) and the introvert (13) students was not balanced, so descriptive statistics revealed that the extrovert students outperformed the introvert students because the total of the extrovert students was higher than the introvert students. Subsequently, it was supported by inferential statistic that there is a difference between the extrovert and the introvert students.

Regarding the third hypothesis, it could be said that students with the extrovert and the introvert scores were not influenced by the use of the written retelling technique even though hypothesis 2 showed that the extrovert students got more gain than the introvert students. It meant that the result was not congruent with the previously discussed theoretical frameworks underlying Jung's theory that the introvert students could obtain some advantages in reading and writing (Burruss & Kaenzig, 1999; Gregerson, 2000; Cohen & Weaver, 2005; Shahila & Meenakshi, 2011). Furthermore, this study could not strengthen the theories of learning techniques that not only focus on the implementation of the techniques but also depends on the personality learning styles (Cohen et al., 2001). In addition, since there was no an interaction between the written retelling and the extrovert and the introvert personality learning styles, in the practical implication, teacher does not need to consider and be concerned with the various students' personality learning styles e.g., the extrovert and the introvert because the personality learning styles did not provide the required condition for the implementation of the written retelling technique. This findings were not in line with the theoretical frameworks that have been proposed by some experts such as Oxford (2010) and Martinez, Castillo, Orantes and Mendez (2011). It meant that the inner or the outer flowing energy did not impact significantly on students' learning process when using the written retelling technique.

CONCLUSIONS AND SUGGESTIONS

Based on the results and analyses in the previous chapter, three things can be concluded from this study. First, there was a significant difference in the reading comprehension of the students who were taught using the written retelling technique and those taught using the oral retelling technique. In other words, the students who were asked to retell in written had a

significantly better performance in reading comprehension than those who retold orally. Second, there was a significant difference in students' reading comprehension with the diverse personality learning styles when they did the written retelling individually. To specify, the extrovert personality learning style influenced how the students understood the written text. The last, the third hypothesis showed that there was no interaction between the written retelling technique and the extrovert and the introvert personality learning styles on students' reading comprehension. It meant that the written retelling technique is not influenced by the extrovert and the introvert personality learning styles.

Theoretically, this research contributed invaluable insight to the implementation of written retelling technique in teaching reading and its effect on students' reading comprehension for literal and inferential comprehension in the topics of historical buildings, popular people, and tourism places, the results of this research had practical contribution to the university stakeholders, English lecturers and other researchers. For the university stakeholders, the finding of this research could be used as one of the considerations to implement the written retelling technique since there was empirical evidence that the use of the written retelling technique affected students' reading comprehension at upper secondary school level, in terms of literal and inferential comprehension of topics, explicit main ideas, explicit supporting details, implicit main idea, and implicit supporting details, pronoun references, meaning of words, phrases, or sentences, language features, and text organizational patterns.

For English teachers, the result of this study could provide some insights related to teaching technique in reading comprehension. Moreover, it is expected that the written retelling technique could be used in teaching reading comprehension for upper secondary school since the previous researches dealing with the written retelling technique found positive findings, and this research was empirically congruent with the previous researches. In addition, English teacher can implement the written retelling technique in the process of teaching reading since the technique gives advantages to the students. The English teachers have to give modelling and explain the procedures of the written retelling, so students can understand what they can apply in the written retelling technique well.

For researchers, especially for those who intend to carry out further research in relation with the findings of this research, further experimental studies can be applied in different skills and attribute independent variables e.g., IQ, sensory learning styles, memory, motivation, emotions, and reading attitudes. In addition, the technique can be integrated with technology in order to sharpen students listening comprehension using videos. The use of good media, materials, texts, and lesson plan accompanying the implementation of the technique should also be ensured. Subsequently, the researchers have to include many students and make it balanced among the attribute independent variables, so the statistical computation analysis could measure the effect of written retelling technique precisely.

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