

**A STUDY ON TEACHING READING COMPREHENSION BY USING RETELLING TECHNIQUE IN THE
SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM AT STATE COLLEGE FOR
ISLAMIC STUDIES (STAIN) TULUNGAGUNG**

THESIS

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by

GALUH RIZKI SETYAWATI

NIM. 3213073053

**ENGLISH EDUCATION PROGRAM
DEPARTMENT OF ISLAMIC EDUCATION
STATE ISLAMIC COLLEGE FOR ISLAMIC STUDIES
(STAIN) TULUNGAGUNG**

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ADVISOR' S APROVAL SHEET

s is to certify that thesis entitled “ A Study on Teaching Reading Comprehension by Using Retelling Technique in 'ond Semester Students Of English Education Program At State College For Islamic Studies (STAIN) Tulungagu
iten by Galuh Rizki Setyawati has been approved by the thesis advisor for further approval by the board of examiner

Tulungagung, July 20th 2011

Advisor

NANIK SRI RAHAYU, M.Pd
NIP.19750707 2003 12 2 002

LEGITIMATION FROM BOARD OF EXAMINERS

s is to certify that thesis entitled ” A Study on Teaching Reading Comprehension by Using Retelling Technique in 'ond Semester Students Of English Education Program At State College For Islamic Studies (STAIN) Tulungagu

itten by Galuh Rizki Setyawati was defended in front of the examiners of State Islamic College (STAIN) tulungagung
/, and accepted as the partical requiretment to achieve Sarjana Pendidikan Islam In English Education Program

Board Of Thesis Examiners

hair,

Secretary,

anik Sri Rahayu, M.Pd.
IP. 19750707 2003 12 2 002

Muhammad Basuni S.Pd.
NIP. 19780312 2003 12 1 001

Main Examiner

Dr. As'aril Muhajir, M.Ag.
NIP. 19680129 2000 03 1 001

Tulungagung, July 20th, 2011

Approved by
The Chief of STAIN Tulungagung

Dr. Maftukhin, M.Ag
NIP. 19670717 2000 03 1 002

MOTTO

“Many read and tell of story for other people,
it is very meaningful.”

DEDICATION

anks for shaping me like I am today.....

beloved mother Sri Suyatni Rahayu and my father Galih Priyanto,thank your love, pray, support, spirit, and always
ide me.. I luv yu forever..

y beloved “ Hendra and Tanti” old brother and sister.
ant to say” thank your love and spirit”

eloved Ayu Ajeng Setyaningrum youngest sister
s laid in the Heaven, I feel you’re stay here beside me..)

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I always make me laugh,

Thanks for your support

My beloved lectures “Mrs. Nanik Sri Rahayu and Mr. Nursamsu”

And all of my teachers of English Education

who once teach me many things, and help in my thesis.

Thanks to you dearest for what I become now....

Din, Azizah, Anny, Rohman, Kur2, Triple L, Beti and

[2 A”

help in sincerity is not a hope repay..

Thanks you for being my side when I need you,

Forgetful all of my friends English community “Bee Class” Vic, Zud, Ziz, Zen, Fery, Fat, Git, Any, Sari, Ike, Din, An, Yul, Pit, Va, Vi, Ka, Bin, Minda, Za, Bet, Nisi, Dian, Lif, Dwi, and Kur.

DECLARATION OF AUTHORSHIP

Name : Galuh Rizki Setyawati

Number : 3213073053

Address : Ds. Ringinpitu, Kec. Kedungwaru – TULUNGAGUNG.

Certify that the thesis which I wrote to fulfill the requirement for Islamic education degree entitled “A Study on Reading Comprehension by Using Retelling Technique in The Second Semester Students Of English Education Program At State College For Islamic Studies (STAIN) Tulungagung” is truly my original work. It does not incorporate

materials previously written or published by another person, except those indicate in quotation and bibliography. In fact, I'm not only person who take responsible for the thesis is any objections or claim for others.

Tulungagung, July 2011
Who make the statement

Galuh Rizki Setyawati
NIM. 3213073053

ABSTRACT

Setyawati, Galuh Rizki . Registered Students.3213073053. 2011. *A Study On Teaching Reading Comprehension by Using Retelling Technique In the Second Semester Students of English Education Program At State College For Islamic Studies (STAIN) Tulungagung*. Thesis, Tarbiyah. English education program department of State College For Islamic Studies (STAIN) Tulungagung.

Advisor: Nanik Sri Rahayu, M.P.d

Keywords: Teaching Reading Comprehension, Retelling technique.

Among the techniques used in teaching reading comprehension is retelling. Retelling is one of the best and efficient strategies for discovering whether the student's understand what he or she has read. In addition, retelling technique in teaching reading also help the students think critically.

The present study tries to describe how retelling technique applied in teaching reading comprehension II at STAIN Tulungagung. The research problems, (1) What is teacher's preparation in teaching reading comprehension II using retelling technique? (2) How does the teacher conduct retelling technique in teaching reading comprehension? (3) What problems are faced by teacher in teaching reading comprehension using retelling technique?

This study uses a descriptive-qualitative research. Descriptive research studies are designed to obtain information concerning the current status of phenomena. The main instrument of the study is the researcher herself. In completing this study, the writer took from the result of interview, observation, and documentation. The data of the study are the retelling technique that use teacher in teaching reading comprehension II. In analyzing the data, this study used is the inductive method. The inductive method for the present study in which data collection, data reduction, data display, and conclusion were done. In order to check the trustworthiness of data analysis, triangulations was also applied.

The result of the study showed that 1) the teacher has preparation in teaching reading comprehension using retelling technique on plan and syllabus. As well as teacher draw up module of reading comprehension. In the module was explained various

students do. The module which covers text of reading, vocabulary, words that go together, comprehending details, making inferences, tell the story, discussion, writing, spelling and punctuation. 2) the applying technique are reading loud, understanding vocabulary, using idea, remembering details, making inferences of the story, discussing, writing, spelling and punctuation. 3) the teacher does not have problem in use retelling because it is very good. In other cases, the students have difficult in memorizing the vocabulary and reading texts.

ABSTRAK

Yuwati, Galuh Rizki . Nomor Induk.3213073053. 2011. *A Study On Teaching Reading Comprehension by Using Retelling Technique In the Second Semester Students of English Education Program At State College For Islamic Studies (STAIN) Tulungagung*. Skripsi, Tarbiyah. Pendidikan Bahasa Inggris di STAIN Tulungagung.
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Kata kunci: Teaching Reading Comprehension, Retelling technique.

Diantara teknik dalam mengajar reading adalah retelling. Retelling adalah salah satu yang terbaik dan strategi yang efisien untuk mengetahui pemahaman siswa dari apa yang dia baca. Dan mengajar reading dengan menggunakan retelling untuk membuat siswa berfikir kritis.

Pada pembahasan ini mencoba untuk mendeskripsikan bagaimana guru mengajar reading dengan menggunakan retelling di STAIN Tulungagung. Fokus penelitian: 1) Apa persiapan dosen dalam mengajar reading comprehension dengan menggunakan retelling? 2) Bagaimana dosen mengajar reading comprehension II dengan retelling? 3) Apa masalah yang dihadapi dosen dalam menggunakan retelling?

Pada pembahasan ini menggunakan deskriptif kualitatif. Deskriptif adalah menggambarkan untuk menghasilkan informasi mengenai fenomena atau berdasarkan kejadian. Instrumen yang utama adalah peneliti sendiri. Dengan melengkapi data, peneliti mengambil hasil dari interview, observasi, dan dokumentasi. Data dari pembahasan ini adalah pengajaran dosen dalam reading comprehension menggunakan retelling. Dalam analisis data, menggunakan metode induktif. Metode induktif meliputi pengumpulan data, reduksi data, penyajian data dan verifikasi. Dalam kevalidan data menggunakan triangulation.

Hasil analisis data dari pembahasan ini menemukan bahwa 1) dosen mempunyai persiapan mengajar reading dengan menggunakan retelling yaitu rencana pembelajaran dan silabus. Dan juga mempersiapkan modul comprehension dan modul sudah dijelaskan apa yang akan siswa lakukan. Yang mana modul meliputi text of reading, vocabulary, words that go together, comprehension, remembering details, making inferences, tell the story, discussion, writing, spelling and punctuation. Dan pengaplikasian dalam kelas, sebelum retelling adalah read loudly, vocabulary, words that go together, remembering details, making inferences, discussing, writing, spelling and punctuation. Aktivitas ini sangat membantu dalam retelling. Selain itu, dosen tidak mempunyai masalah dalam menggunakan retelling karena itu sangat membantu pemahaman siswa mempunyai masalah dalam mengingat vocab dan teks bacaan.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestions will be gladly accepted.

Writer

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CHAPTER I

INTRODUCTION

This chapter presents the background of study, statement of the research problem, purpose of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

The Background of the Study

English is important language in the world. Most of people in the world use English as a means of communication. English has become an international language, as an international language it has important role in some aspects of human life. English also gives access to information and technology, science, politics, finance, business, medicine, education and culture.

In education field, English is the first foreign language that has been taught from elementary schools to universities. It is taught as a compulsory subject at junior and senior high school. It is also taught as a local content subject at elementary schools.

In general, English at school attempts to develop four language skills listening, speaking, reading and writing in secondary school. One of the most important skills among those four skills is reading skill. It is very important process of learning because reading in English helps the students learn to think in English, build English vocabulary, encourage the students to focus on grammar or punctuation and makes them more comfortable writing in English. Students can develop and open their brain through reading. By reading books, magazines or newspaper they can enrich their personalities, expand their horizon and also provide varied experience.

Harmer (2007: 99) stated that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it. According to Wicaksono in Cahyono (2010:55) reading consists of two related processes : word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected texts. Readers usually make use of background knowledge, vocabulary, grammatical knowledge, and experience with the text. Regardless of the process, reading always has a purpose. It is a part of our daily life and it is generally assumed that everybody can do it. The reason for reading depends very much on the purpose of reading. Reading can have three main purposes: for survival, for learning, and for pleasure. For that the purpose of reading in teaching reading is much influenced by non-linguistic factors, such as teacher's technique, time allotment, facilities, and so on. If these factors are not given much attention, it can influence the success or failure students in learning reading.

According to Nunan (2003:68) that teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. They only learn to read once. Once they have learned how to read in their first language, they do not learn how to read again in a second/foreign, but rather they learn how to transfer skills that they have already learned to the new reading context in a new language.

The success of teaching reading depends on the techniques used by the teacher. The techniques for the student in reading English should be suited with the method and the approach as well. There are many techniques to teaching English. Those Technique can be divided into three namely controlled technique, semi controlled techniques, and free technique. Through to technique in semi controlled, retellings is one of the best and most efficient strategies for discovering whether the student's understands what he or she has read. Retelling is process of re-memorizing what he or she listened and read.

Some studies shows that retelling technique has many advantages

First, Based on the education research journals, retelling made its way to the classroom and with good reason. Retelling is far from being just a regurgitation of facts and events. A 1985 study showed that repeated practice in retelling with minimal teacher instruction improves reading comprehension, with transfer to future reading tasks. Retelling is effective for students from preschool to college and beyond (Gambrell, Preiffer, and Wilson in Kissner 2006). Because it is an oral activity, retelling is an excellent bridge from social literacy activities into silent, individual ones. Being able to retell through a story helps the students to process what went on, and come to a new understanding of events or information.

Second, According Burton (2008:18) states that retelling helps show student's overall understanding of the text rather than their recall of fragmented information that is commonly provided by answering questions. Because retelling requires a reader's or listener's assimilation and reconstruction of text information, it can reflect comprehension and allow the teacher to assess the reader or listener.

Third, Kissner (2006:4) states that retelling technique in teaching reading is to get the student's to think critically. Because retelling seemed an easy way to help her student's become readers and writer. Component of retelling story not only retelling but also summarizing and paraphrasing. Retelling, summarizing and paraphrasing are related but different.

Fourth, According Mulholland in her article (2001) states that retelling provides an opportunity for reader to process what they have read by organizing and explaining it to others. Retelling develops student's story grammar because they must identify crucial points and the support information. It also reinforces sequencing since it demands remembering

information, events, and processes. It encourages interacting with the text from a variety of perspectives: their own, the text's, and the author's.

Fifth, According Mulholland in her article (2001) states that retelling supports good reading because students engage in repeated readings of the text, which supports fluency. Naturally, retelling is its own form of assessment, since the student's recitation confirms thorough reading of it and reveals the extent of their comprehension.

In English Education Program at State College For Islamic Studies (STAIN) Tulungagung in reading comprehension II, one of the teachers used retelling technique. Based on the advantages of retelling and the students encourage them to retell what they read. Because of the teacher used it and retelling also supports good reading. The writer chooses the second semester of English Education program because the student's accept reading comprehension II in the second semester.

Based on background above, the writer wants to describe how retelling technique applied in teaching reading comprehension in the second semester student's of English education program at State College For Islamic Studies (STAIN) Tulungagung. The writer takes the title "A study on teaching reading comprehension by using retelling technique in the second semester students of English Education program at State College For Islamic Studies (STAIN) Tulungagung".

Statement of Research Problem

Based on the background that has been discussed, the writer of this thesis formulated the problems as follow :

1. What is teacher's preparation in teaching reading comprehension using retelling technique in the second semester students of English education program at State College for Islamic Studies (STAIN) Tulungagung ?
2. How does the teacher conduct retelling technique in teaching reading comprehension?
3. What problem's are faced by teacher in teaching reading comprehension using retelling technique in the second semester students of English education program at State College for Islamic Studies (STAIN) Tulungagung?

Purpose of the Study

This study intended to get solution and description of the problem through analysis and study that have been previously mentioned in the research problems, they are :

1. To describe the teacher preparation in teaching reading comprehension using retelling technique in the second semester students of English education program at State College for Islamic Studies (STAIN) Tulungagung?
2. To describe the application retelling technique process in teaching reading comprehension.
3. To describe problems faced by teacher in teaching reading comprehension using retelling technique in the second semester students of English education program at State College for Islamic Studies (STAIN) Tulungagung?

Significance of the Study

Generally, the finding of the presents study is expected to give some contribution for the teachers, students, writer and future researchers.

1. For the teachers, the result of this study can be used as feedback in teaching reading comprehension. At least, teachers know the weaknesses of the technique and these will serve for reconstructing an appropriate of teaching reading comprehension using retelling technique.
2. Meanwhile, for the students, they will be motivated to improve their understanding in reading comprehension understanding this study. It aims ultimately to help them in attaining English learning. This study will also give information to every student at English education program in STAIN Tulungagung as one of their English reference in studying reading comprehension.
3. For the writer who also becomes the teacher in the future, it is the most important to find useful experience reading. In addition, it will become a partial fulfillment of the requirements to obtain the Sarjana degree.
4. Future researchers

The finding of the study can be useful for future researchers. Since, it can be used as a conduct further research on the some aspects of the study teaching reading comprehension by using retelling technique.

Scope and Limitation of the Study

This study only focuses on Teaching Reading Comprehension using retelling technique which covers reading vocabulary, understanding the reading, remembering detail, making inferences, writing, spelling and punctuation.

Definition of Key Terms

In order to avoid misunderstanding, the key terms used in this study are defined as follows:

1. Reading is an active skill, it constantly involving guessing, predicting, checking, and asking oneself questions.
2. Reading Comprehension is understanding a text that is read, or the process of “constructing meaning” from text.
3. Teaching Reading Comprehension

Teaching reading is showing and helping someone to learn reading.

4. Retelling technique is process of re-memorizing what he or she listened to and read.
5. Summarizing is shortened version of an original text, stating the main ideas and important detail of the text with same text structure and order of the original.
6. Paraphrasing is restating ideas in different word.

CHAPTER II

REVIEW OF RELATED LITERATURE

The discussion in this chapter covers the nature of reading, teaching reading comprehension and retelling technique.

The Nature of Reading

Reading is simply overwhelming, what it is, how it is acquired and taught, how reading in a second language differs from reading in a first language, how reading relates to other cognitive and perceptual abilities, how it interacts with memory (Alderson, 2000:1). All these aspects of reading are important, because it can give readers information, pleasure and enjoyment. In a language class, reading is considered as of extending one's knowledge. It is important not only in a first language study but also in the study of a foreign language, including English (Nuttall, 2009:11).

According to Grellet (1981: 8), reading is an active skill. It constantly involves guessing, predicting, checking and asking one self questions. Therefore, this should be taken in to consideration when devising reading comprehension exercises. There are main ways of reading (1) skimming: quickly running one's eyes over a text to get the gist of it (2) scanning, quickly going through a text to find a particular piece of information. (3) Extensive reading: reading longer text usually for one's own pleasure (4) intensive reading: reading shorter text, to extract specific information. Based on statement above, it can be concluded that reading is important for students. Reading has a meaning, understanding a written text, reading is a process in grasping information and meaning from written language including words, sentences, main idea and supporting ideas of a paragraph with a reader's own prior knowledge.

1. The Definition of Reading

According to Linse (2006:69) stated that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, readers must be able to decode (sound out) the printed words and comprehend what readers read.

According to Ytrebegg and Scott, Reading is also the language skill which is easiest to keep up, many of us still read in a foreign language that we used to be able to speak as well.

According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

Harmer (2007: 99) stated that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected texts.

From the definition above can be concluded that reading is the learning process to identify the word and understanding the word on the text, and reading is a process interactive and communication between the reader and writer in the text.

2. The Strategies for Developing Reading Skills

According to Nunan (2003:78), Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not single event, but rather a creative sequence of events that learners actively use. This definition underscores the active role that readers take in strategic reading. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purpose reading.

According to Kellerman in Yazid (2009:13), a strategy is a well-organized approach to a problem. Paris, Winneberg, and Turner in Yazid (2009: 13) define "strategies" and "skills" accordingly:

“Skills refer to information-processing techniques that are automatic, whether at the level of recognizing grapheme-phoneme correspondence or summarizing a story. Skills are applied to a text unconsciously for many reasons including expertise, repeated practice, and compliance with directions, luck, and naive use. In contrast strategies are actions selected deliberately to achieve particular goals. An emerging skill can become a strategy when it is used intentionally. Likewise, a strategy can "go underground" (in the sense used by Vygotsky, 1978) and become a skill. Indeed strategies are more efficient and developmentally advanced when they become generated and applied automatically as skills. Thus, strategies are skills under consideration.”

According to Paris, Wasik and Turner in Yazid (2009: 13) there are some Strategies that can help students read more quickly and effectively, namely:

1. Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of reading selection.
2. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, using knowledge of the text type and purpose to make predictions about discourse structure, using knowledge about the author to make predictions about writing style, vocabulary, and content
3. Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm question predictions
4. Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meaning of unknown words, instead of stopping to look them up

3. The Purpose of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment¹⁶ to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts. According to Grellet (1981: 4) there are two purposes for reading first, reading for pleasure, secondly, and reading for information.

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture.

There are three main purposes for reading, namely. (1) Reading to be informed, it is reading to gain information. (2) Reading for literary experience, it is reading for enjoyment. (3) Reading to perform task, it is reading to accomplish a specific job.

I. The Types of Reading

According to Brown (2001:312), there are several types of reading in the classroom :

a. Oral and silent reading

Occasionally, teacher will have reason to ask a student to read orally. At the beginning and intermediate level oral reading can

- 1) Serve as an evaluative check on bottom up processing skill
- 2) Double as a pronunciation check and
- 3) Serve to add some extra student participation if teacher want to highlight a certain short segment of reading passage.

For advanced levels, usually only advantages can be gained by reading orally. As a rule of thumb, teachers want to use oral reading to serve these three purposes because the disadvantages of too much oral reading easily come into play :

- a) Oral reading is not a very authentic language activity.
- b) While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph)
- c) It may have the outward appearance of student participation when in reality it is mere recitation.

b. Intensive and extensive reading

Silent reading may be subcategorized into intensive and extensive reading. Intensive reading calls student attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning implications, rhetorical relationships and the like.

Extensive reading is carried out to achieve a general understanding of usually somewhat longer text (be it a long article, or essays, etc). Most extensive reading is performed outside of class time. Pleasure reading is also extensive. The advantages of extensive reading are by stimulating reading for enjoyment or reading where all concepts

names, dates, and other details need not be retained students gain an appreciation for the affective and cognitive window of reading.

Teaching Reading Comprehension

In many second or foreign language teaching situations, reading receives a special focus. There are a number of reasons for this. First, many foreign language students' often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models for writing and provide opportunities to introduce new topics, to stimulate discussion and to study language (e.g., vocabulary, grammar, and idioms). Reading is a skill which is highly valued by students and teachers alike (Richards and Renandya, 2002 : 273).

Richards (2002:25) stated that in the seventies, second language reading ability was viewed as the mastery of specific reading sub skills or macro skills, a view that to some extent continues to inform approaches to the teaching of reading today. Skills formed the basis for second language reading instruction and these included : Discerning main ideas, Understanding sequence, Noticing specific details, Making inferences, Making comparisons, Making predictions.

According to Hill, teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. They only learn to read once. Once they have learned how to read in one language, they do not learn how to read again in a second/foreign, but rather they learn how to transfer skills they have already learned to the new reading context in a new language.

1. Models of teaching reading process.

According to the models of teaching reading can be divided into three categories is bottom-up models, top-down models, and interactive models:

- a. Bottom-up models typically consist of lower level reading processes.

Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences and longer texts. A phonics approach to teaching reading supports a bottom-up model. This approach is used in many reading series. One element of bottom-up approach to reading is that the pedagogy recommends a graded reader approach.

- b. Top-down models, on the other hand begin with the idea that comprehension resides in the reader. The reader uses background knowledge's, makes predictions, and searches the text to confirm or reject the predictions that are made. Goodman in Nunan (2003) stated that a strong advocate of Top-down models of reading criticizes bottom-up models because the readers become "word callers" who can read the words on the page but do not understand what they read.

- c. And the last, Interactive models that are accepted as the most comprehensive description of the reading process. This third type combines elements of both bottom-up and top-down models assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources. An interactive approach to reading would include aspects of both intensive and extensive reading.

2. Techniques of teaching reading comprehension

The success of teaching reading depends on the techniques used by the teacher. The techniques for the student to learn reading English should be suited with the method and the approach as well. There are many techniques to teach reading English.

According to Brown (2000: 134-135) that technique for teaching in classroom can be divided into three techniques, they are controlled technique, semi controlled techniques, free technique. In technique to teach reading use semi controlled

techniques. They are Brainstorming, Retelling, Question-answer, Cued narrative/dialog, Information transfer, Information exchange, Wrap-up, Narration/exposition, and Preparation.

In this study the writer describes retelling technique in teaching reading Comprehension. Retellings are one of the best and most efficient strategies for discovering whether the student understands what he or she has read. Retelling is a process of re-memorizing what he or she listened to and read.

Retelling Technique

Based on the education research journals, retelling made its way to the classroom and with good reason. Retelling is more than just a regurgitation of facts and events. A 1985 study showed that repeated practice in retelling even with minimal teacher instruction improves reading comprehension, with transfer to future reading tasks. Retelling is beneficial to students from preschool to college and beyond.

1. The three components of the retell story

In retelling of the story, there are three components: retelling, paraphrasing, and summarizing. The three components are all the same and related but different in process. Summarizing, retelling, and paraphrasing are important skills for readers of all levels, even those in college and beyond.

a. Retelling

Retellings are one of the best and most efficient strategies for discovering whether the student understands what he or she has read. Retelling is a process of re-memorizing what he or she listened to and read.

Retelling is quite simple. After hearing or reading a story, a child “retells” the events to a listener. Most students will spontaneously retell exciting events, books, or movies to one another (and to any other listener who happens to be within earshot!). In recent years, retelling has become more popular as a tool for both instruction and assessment. Although some

Books will refer to “written retellings,” for the purposes of this book,

Retelling is considered an oral event.

How does retelling begin? Students develop the ability to tell a story with a logical sequence of events between the ages of two and five. In fact, story retelling has been recognized as a predictor of which preschoolers will have language delays in first grade (Fazio, Naremore, and Connell in Kissner, 2006). Students who have problems retelling stories seem to be more likely to have problems with reading comprehension in later years.

b. Paraphrasing

When students are admonished to “put things in their own words”

When taking notes, they are actually being told to paraphrase. Paraphrasing is, quite simply, restating ideas in different words. A reader (or listener) can choose to paraphrase one statement, a group of statements, or an entire passage. This is quite different from retelling and summarizing, both of which require a reader to gain a global picture of the text.

Paraphrasing can be oral or written. Orally, it can be as simple as, “Put my last directions into your own words.” A written paraphrase can be much more complex, as students could paraphrase formally written text by rewriting it in an informal style. So paraphrasing is not that difficult. Another step along the pathway taken to retelling.

c. Summarizing

A summary, therefore, is a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original. It had taken me time, but finally laid the myths of summarizing to rest. When summarizing was, how paraphrasing was completely different, and why a retelling and a summary could never be confused. Because a summary should be shorter than the original text, a summary should include the main idea of the text, a summary should reflect the structure and order of the original text, a summary should include important details.

2. The procedure of Retelling Technique

Since reading is a meaning-making process, how then can teacher best teach, expand and assess comprehension gained from reading experiences? A non-traditional method is through the use of story retelling. Retellings are post reading or post listening recalls in which readers or listeners tell what they remember (Morrison 1996). Story Retelling is a procedure that enables the students to play a large role in reconstructing stories and underlies both social and academic development. When narrating stories, the student 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. The students extend and enhance the readers' comprehending and comprehension processes while providing evidence for and insights into understanding the two processes.

Students will build on their knowledge of retelling to recall important details. Students will learn to discuss what is most important to use in the retelling. Learning to retell a story thoughtfully is critical to learning to write a story and to build comprehension. The student's practices sometime referring to the book constantly to understand the story and the student feels confident enough to share. Students can use some media such as retelling cards, small props, puppets, story guideline posters, and even the book to help them as they learn to retell. Sometimes the teacher asks the student to do a spontaneous retelling as an assessment of what the student understands about the story. Retelling is the part of synthesizing those students in depth along with summarizing and paraphrasing.

Moreover, there is preparation before use retelling. The first, the teacher preparation such as lesson plan consists of materials, introduction, model retelling, model assessment procedure, practice and reflection. The second, the student preparation such as understand text and memorizing of story.

3. Benefit of Retelling Technique

Based on the education research journals, retelling made its way to the classroom and with good reason. Retelling is far from being just

a regurgitation of facts and events. A 1985 study showed that repeated practice in retelling even with minimal teacher instruction improves reading comprehension, with transfer to future reading tasks. Retelling is beneficial for students from preschool to college and beyond. Because it is an oral activity, retelling is an excellent bridge from social literacy activities into silent, individual ones. Being able to talk through a story helps the students to process what went on, and come to a new understanding of events or information.

According Burton (2008: 17) stated that retelling helps show student's overall understanding of the text rather than their recall of fragmented information that is commonly provided by answering questions. Because retelling indicates readers or listener's assimilation and reconstruction of text information, it can reflect comprehension. It allows a reader or listener to structure a response according to personal and individual interpretations of the text. Retelling provides insight into the student's ability to recall details, make inferences, and recognize structural relationships strategies not assessed by formal measures, diagnostic batteries or informal reading inventories.

Kissner (2006:4) stated that retelling technique in teaching reading is to get the student's to think critically. Because retelling seemed an easy way to help her student's become readers and writers. Retelling of the story not only retelling but also summarizing and paraphrasing. Retelling, summarizing and paraphrasing are related but different.

An article in Reading (2004) includes a book review of Tell Me a Story. The article explains that

"Comprehension is one of the critical elements of reading identified by the National Reading Panel (NRP) and is widely considered the true goal of reading. Retelling incorporates several of the research-based strategies recommended in the NRP report, such as using graphic organizers, identifying story structure, and summarizing text. If students' retellings are to be assessed effectively, teachers need to instruct retelling in such a way that the students can retell what they have read in a logical sequential manner. The article states that Hansen's book shows teachers how retelling a story can help children improve students' comprehension skills ("Retelling strategies to boost comprehension offered in new IRA book," 2004, 14)."

Retelling provides an opportunity for readers to process what they have read by organizing and explaining it to others. Retelling develops student's story grammar because they must identify crucial points and the supporting

information. It also reinforces sequencing since it demands remembering information, events, and processes encourages interacting with the text from a variety of perspectives: their own, their audience's, and the author. Retelling supports good reading because students must engage in repeated readings of the text, which supports fluency. Naturally, retelling is its own form of assessment, since the student's recitation confirms his/her reading comprehension and reveals the extent of his/her comprehension.

Based on the benefit of retelling technique in teaching reading comprehension, the writer wants to describe how retelling technique in teaching reading comprehension in the second semester student's of English education program at State College For Islamic Studies (STAIN) Tulungagung.

Review of previous study

This section presents a review of previous studies on the use of the retelling technique in teaching reading comprehension II.

Lu fang Lin (2004) used retelling technique in his research the impact of Chinese student's English reading comprehension. The result of his research shows that retelling significantly improved the participants' text comprehension level of overall meaning.

Yusuf (2011) also used retelling technique in his research in teaching reading comprehension at Junior Secondary schools in Kaduna Metropolis. The result of research that retelling increased in understanding of story structure, language development and reading comprehension.

The results of the previous studies on the using of the retelling technique show that the retelling technique is an effective technique to increase and improve student's achievement in reading comprehension.

CHAPTER III

RESEARCH METHOD

This chapter presents about the research methods used in this study. It covers the discussion of the research design of the study, data and data sources, research instrument, data collection methods and instrument, data analysis, and the worthiness of the study.

Research Design

According to Creswell (2009:3) stated that research design is based on the nature of the research problem or is being addressed, the researchers personal experiences. There are many kinds of the research design based on characteristics of the research, they are history research, descriptive research, development research, and soon.

The design of this study is descriptive research. According to Ary (1985:322) stated that descriptive researches are designed to obtain information concerning the current status of phenomena. In addition, according to Ary (1985:322), descriptive research involves events that have already taken place and may be related to a present condition. The method of descriptive research is particularly appropriate in the behavioral sciences, because many of the types of behavior that interest the researcher cannot be arranged.

The design of this research is descriptive with qualitative approach and the point of descriptive qualitative research is to accumulate the basic data in descriptively and qualitatively. Here qualitative approach is used to describe how teacher conduct retelling techniques in teaching reading comprehension in the second semester students of English Education at State College For Islamic Studies (STAIN) Tulungagung.

Forwards, the whole process of this study was in line with the five features proposed by Robert and Bilken. First, qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. Second, qualitative researcher is descriptive (the data collected is in the form of words or pictures rather than numbers). Third, qualitative researcher concerns with process rather than simply outcomes or products. Fourth, qualitative researchers' to analyze their data inductively. It does not search out data or evidence to prove or disprove hypotheses. The meaning is an essential concern to the qualitative approach. Researchers who use this approach are interested in the way different people make sense out of their lives.

Subject of the Study

The subject of the study were second semester of English Department of STAIN. They were chosen because in this semester, they took Reading II in which they were required to master Reading Comprehension II subject.

Data and Data Sources

1. Data

The collected data must relevant with problem faced. In this study, the writer use qualitative data is in the form of facts. In this study, the writer took the data from the result of interview, observation, and documentation.

The data were qualitative data consist of information and describe teaching reading by using retelling technique in the second semester students of English education of STAIN of Tulungagung.

2. Data source

Source data are subjects who give the data or information or where the data getting from (Arikunto, 2006:1).

In the qualitative approach the data will be taken from some sources, those are:

1. Person : Informants of the interview; they are the teacher and students in the second semester of English education at STAIN Tulungagung
2. Place : The location of second semester students of English education at STAIN Tulungagung. In this location the writer describe retelling technique in teaching reading comprehension.
3. Paper : Source of the data informs of numbers or characters, picture or symbols. The researcher got data from document of teaching learning process reading text that used of second semester students of English education at STAIN Tulungagung.

Data Collection Methods and Instrument

Since the present study is descriptive – qualitative study, the main instrument of the study is the researcher herself acted as an instrument and a data collector at the same time

As the main instruments in this study, the writer used some methods to collect the required data; those are observation and documentation.

1. Observation

Observation is the process of gathering open-ended and information by observing people and places in research site. In his research the writer observes the process of teaching reading comprehension by using retelling technique at English Education program at STAIN Tulungagung.

Ary *et al* (2002 :430) stated that observation is the most basic method for obtaining data qualitative research. The qualitative researcher may be a participant in the situation being observed or a nonparticipant. In participant observations, the observer actively participates and comes an insider in the event being observed so that he or she experiences events in same way as the participants. Participant observation can be divided into four types as follows:

- a) Passive participation means the researcher is present at the scene of action but does not interact or participate.
- b) Moderate participation means that the researcher maintain a balance between being insider and being outside.
- c) Active participation means that the researcher generally does what others in the setting do.
- d) Complete participation means the researcher is a natural participant.

In other cases, researchers may interact with subjects enough to establish rapport but do not really become involved in the behaviors and activities of the group called non-participant observers.

In this study, the writer used passive participation because the writer does not interact or participate but present at the scene of action. And the data recorded during an observation are called field notes. Field notes are text (words) recorded by the researcher during observation in a qualitative study.

2. Interview

Interview is a way to collect data is used to get information directly from source. According to Robert Bilken (1982:135) stated that an interview is purposeful conversation, usually, between two people (but sometimes involving more) that is directed by one in order to get information. Cohen *et al* (2000:221) stated that the interview is best understood in terms of a theory of motivation which recognizes arrangement of non-rational factors governing human behavior, like emotions, unconscious needs and interpersonal influences.

In this study, the writer used guided interview. Guided interview is where the interviewer is not free to ask questions to the respondents because the interview is guided and controlled. The writer to get the information about how to conduct teaching reading comprehension by using retelling technique. This interview is conducted to the teacher and students to get more information directly concerning to the research problem being investigated.

The writer decides in this study to collect interviews used focus group interviews. It can be used to collect shared understanding from several individuals as well as to get views from specific people.

3. Documentation

Documentation is a process of recoding data from the documents. Documentation is important to collect data. It is used to get data directly from the place research usually they are relevant books, summary, photos and the text reading comprehension II.

Data Analysis

In this study, the data analysis used is the inductive method. Inductive method used to analyse the data that starts from the particular facts, the concrete things to get conclusion by drawing the particular facts and things to the general. It is in line with one of five features of qualitative research proposed by Robert and Bilken; qualitative research is to analyse their data inductively. It does not search out data or evidence to prove or disprove hypotheses.

The inductive method for the present study was done by applying the procedure suggested by Miles and Huberman which data collection, data reduction, data display, and conclusion drawing were done.

a. Data collection

As the main instrument the writer uses some methods to collect the required data, those are observation, interview and documentation. The observation used is passive participation because the writer does not interact but is present at the scene of action. And the data recorded during an observation are called field notes.

In this study, the writer also used guided interview to get the information about how to conduct teaching reading comprehension by using retelling technique delivered to the teacher and students'. In addition, to avoid losing targeted data, the writer records and takes note of all of the students and teacher answers in the interview.

In addition, the writer used documentation which is important to collect data. It is used to get data directly from the place research usually they are relevant books, summary, photos and the text reading comprehension II.

b. Data reduction

Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes the data. In such a way that final conclusions can be drawn and verified. In the present study, after collecting the data through observation, interview, documentation, the writer selected, transcribed, and organized those raw data.

In selecting, transcribing, and organizing those data, it should refer to the statement of the research problem being investigated in the study. In other words, the irrelevant data should be discarded or excluded while the relevant data should be included.

c. Data display

Data display is a form of analysis that describes what is happening in the natural setting so that it finally helps the writer to draw a final conclusion. In this study, the data that were displayed were the information at the retelling technique.

As the same as the process of reducing the data, in displaying the data, it should be based on the formulation of the research problem in the form of narrative texts.

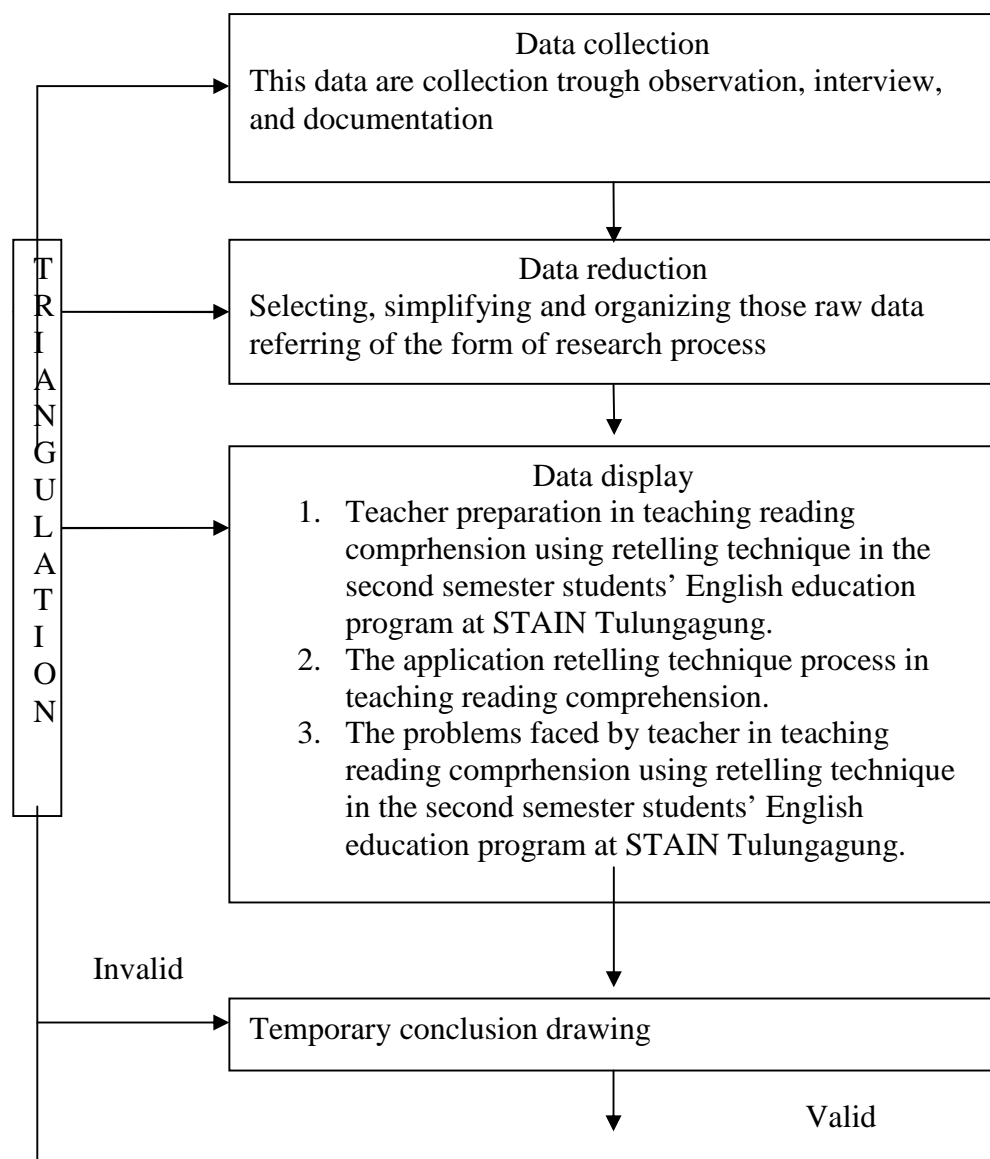
d. Conclusion drawing

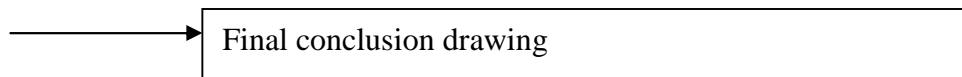
Conclusion drawing is the last procedure of analyzing the data of the study. In the context of this study, after the data were displayed, a conclusion was drawn. There were two kinds of conclusions that the writer drew in this study, they were temporary and final conclusion drawing. If the temporary conclusion drawing was valid in that it could answer the statement of the research problem being investigated in the study, the writer could use it as a final conclusion.

drawing. On other hand, if it was not valid, the writer should repeat the process starting from displaying the data in order to check whether the displaying data displayed were in line with the statement of the research problem being investigated in the study or not. In other words, the data displayed answered the statement of the research problem being investigated in the present study or not. To have a clear understanding about the process of the data analysis figure 1.1 shows the above procedure.

Figure 1.1

a analysis procedure develop by Miles and Huberman (1984:23)





F. The Trustworthiness of the Study

The trustworthiness of the result of the data analysis is necessary to be checked in order to reduce the weaknesses, biases and prejudices. In this study, triangulation was applied in order to check the trustworthiness of data analysis.

According to Cohen *et al* (2000:112) that triangulation may be defined as the use of two or more methods or data collections in the study of some aspect of human behavior. Triangulation is the use of multiple sources to support findings in qualitative research. Other experts, namely, Bogdan and Biklen and Denzin suggest that triangulation techniques include (1) sources or data triangulation, (2) investigator triangulation, (3) the triangulation and (4) methodological triangulation. Among those four triangulation techniques, two of them were employed in this study, i.e. sources or data triangulation and methodological triangulation.

Source of data triangulation is processes in which various source of data are collected. The variety of sources refer to time, place and person. In the present study the sources of data referred to person, they were the teacher and the students. The data triangulation for this study was done by analyzing the retelling technique that use teacher and teaching reading comprehension II.

Methodological triangulation is a process in which various methods are used to measure the same unit. In the present study, methodological triangulation was done by employing different methods of collecting data, namely observation, interview, and documentation.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussing of the study that consist of the data presentation, data analysis and discussion.

Data Presentation

Data presentation of study that consist of the teacher's preparation in teaching reading comprehension II, 'application retelling technique in teaching reading comprehension II and problem faced by teacher in teaching reading comprehension using retelling technique.

1. The teacher's preparation in teaching reading comprehension II

a. Mr. Samsu as a Reading teacher said :

“The material is Lesson plan of meeting, and syllabus. And then I prepared module reading comprehension for one semester. In the module was explained what the students do.”

The component of my syllabus consist of :

1. Competence

The first step in the component is to determine what it is that teacher want students to be able to do when they have completed teacher instruction. The competence is the students are able to understand text, write correct vocabulary in the sentences, make inferences, tell the story, write six sentences or short paragraph related to the story given.

2. Indicator

In addition to identifying the subordinate skills and procedural steps that must be included in the instruction, it will be necessary to identify the specific skills that students must have prior to beginning instruction. The indicator is understanding reading texts, writing the correct vocabulary in the sentences, making inferences. Telling the story, writing six sentences or short paragraph related to the story given.

3. Instructional material

The instructional material is suitable with the module, The contents of material is unit 1 (Who is important person from history?), unit 2 (What are fattening rooms?), unit 3 (Where do people celebrate girls and boy's day ?), unit 4 (Why is Marco Polo famous?), unit 5 (Who reached the South Pole first?), unit 6 (What is the Royal Flying Doctor service?), unit 7 (How did the Egyptians make mummies?), unit 8 (Why is Louis Pasteur important?), unit 9 (Who is Nasreddin Hodja?), unit 10 (What did the Ancient Mayans believe in?)

4. Learning method

In this step teacher will use teacher instructional strategy to produce the instruction. This typically includes learners manual, instructional materials, tests, and an instructor's guide. The decision to develop original materials will depend upon the type of learning to be taught, the availability of existing relevant materials, developmental resources available to teacher. The learning method is reading loud, retelling, summarizing, paraphrasing.

5. Evaluation

Following the completion of a draft of the instruction, a series of evaluations is conducted to collect data which are used to identify how to improve it. The three types of evaluation is assessment, kind of test, items.. The assessment is tell of the story in the front of class, kind of test is subjective test, matching, multiple choice.

6. Time allotment

This component is very important, because the teacher can limit his time. The time allotment is 2 x 15 minutes.

7. Reference

The reference is the source of instructional material.

Mr. Samsu said that “it is content of my syllabus and my lesson plan consist of general instructional objective, specific objective, learning material, teaching and learning activities, assessment.

Besides of the teacher’s preparation, according the result’s interview of students about teacher’s preparation

a. Informant : Faizah (students)

Faizah said : “hemmm.....Mr. Samsu always prepare material every meeting. One of the preparation is module reading, the module reading was explained what we will do. And at the first meeting

Mr. Samsu was explained that the first we must understand reading with reading loud,answer the exercise by one and the last we must retell of the story in the front of. (interview with faizah, 1 june 2011).”

b. Informant : Kiki (students)

Kiki said : “ I don’t know. In every meeting Mr. Samsu always surprised so we can’t guess what the teacher (interview with kiki, 27 may 2011).”

c. Informant : Amirotnun (students)

Amirotnun said : “ I same with Kiki, we don’t know but absolutely we must retell. In every meeting Mr. Samsu always surprised so we can’t guess what the teacher do. (interview with amirotnun, 27 may 2011).”

d. Informant : Yunitasari (students)

Yunitasari said : “We never give cross outline but in the first meeting the teacher explain what we do in c reading. (interview with yunitasari, 27 may 2011).”

e. Informant : Binti (students)

Binti said : “We never give cross outline but the first meeting the teacher explain what we do in class reading, interview with binti, 27 may 2011)”

f. Informant : Agustin (students)

Agustin said : “We don’t know but may simply we must retell. In every meeting Mr. Samsu always surpris so we can’t guess what the teacher do. (interview with agustin, 27 may 2011).”

g. Informant : Isriana (students)

Isriana said : “ I think, we must retell. In every meeting Mr. Samsu always surprised so we can’t guess what teacher do. (interview with isriana, 27 may 2011).”

h. Informant : Ghozic (students)

Ghozic said : “Yeahh, Mr.Samsu was prepared it. One of the preparation is module reading, in book explained what we will do. And at the first meeting Mr. Samsu was explained that the first we must underst reading with reading loud, answer the exercise one by one and the last we must retell of the story in the fron class. (interview with Ghozic, 1 june 2011).”

i. Informant : Luthfi (students)

Luthfi said : “I agree with f aizah, Mr. Samsu always prepare material every meeting. One of the preparatio module reading, in book was explained what we do. And at the first meeting Mr. Samsu was explained that first we must understand reading with reading loud, we pointed one by one to answer the exercise and the we must retell based on the story one by one in front of. (interview with luthfi, 1 June 2011).”

j. Informant : Ngainun nisak (students)

Ngainun nisak said : “ I agree with faizah, hee Mr. Samsu always prepare material every meeting. One of preparation is module reading, the module reading was explained what we do. And at the first meeting Samsu was explained that the first we must understand reading with reading loud, answer the exercise one one and the last we must retell of the story one by one in front of class. (interview with nisak, 1 June 2011).”

2. The application retelling technique in teaching reading comprehension II

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A STUDY ON TEACHING READING COMPREHENSION BY USING RETELLING TECHNIQUE IN THE SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM AT STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) TULUNGAGUNG

THESIS

Presented to
State Islamic College of Tulungagung
In partial fulfillment of the requirement
For the degree of Sarjana Pendidikan Islam
In English Educational Program



by

GALUH RIZKI SETYAWATI

NIM. 3213073053

**ENGLISH EDUCATION PROGRAM
DEPARTMENT OF ISLAMIC EDUCATION
STATE ISLAMIC COLLEGE FOR ISLAMIC STUDIES
(STAIN) TULUNGAGUNG**

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s is to certify that thesis entitled “ A Study on Teaching Reading Comprehension by Using Retelling Technique in 'ond Semester Students Of English Education Program At State College For Islamic Studies (STAIN) Tulungagu
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Tulungagung, July 20th 2011

Advisor

NANIK SRI RAHAYU, M.Pd
NIP.19750707 2003 12 2 002

LEGITIMATION FROM BOARD OF EXAMINERS

s is to certify that thesis entitled " A Study on Teaching Reading Comprehension by Using Retelling Technique in 'ond Semester Students Of English Education Program At State College For Islamic Studies (STAIN) Tulungagu
iten by Galuh Rizki Setyawati was defended in front of the examiners of State Islamic College (STAIN) tulungagung
, and accepted as the partical requiretment to achieve Sarjana Pendidikan Islam In English Education Program

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hair,

Secretary,

anik Sri Rahayu, M.Pd.
IP. 19750707 2003 12 2 002

Muhammad Basuni S.Pd.
NIP. 19780312 2003 12 1 001

Main Examiner

Dr. As'aril Muhajir, M.Ag.
NIP. 19680129 2000 03 1 001

Tulungagung, July 20th, 2011

Approved by
The Chief of STAIN Tulungagung

Dr. Maftukhin, M.Ag
NIP. 19670717 2000 03 1 002

MOTTO

“Many read and tell of story for other people,
it is very meaningful.”

DEDICATION

anks for shaping me like I am today.....

beloved mother Sri Suyatni Rahayu and my father Galih Priyanto,thank your love, pray, support, spirit, and always
ide me.. I luv yu forever..

y beloved “Hendra and Tanti” old brother and sister.
ant to say” thank your love and spirit”

/ beloved Ayu Ajeng Setyaningrum youngest sister
s laid in the Heaven, I feel you’re stay here beside me..)

y beloved “Wawa” my niece.
i always make me laugh,

anks for your support
/ beloved lectures “Mrs. Nanik Sri Rahayu and Mr. Nursamsu”
l all of my teachers of English Education
io once teach me many things, and help in my thesis.

anks to you dearest for what I become now....
din, Azizah, Anny, Rohman, Kur2, Triple L, Beti and
[2 A”
help in sincerity is not a hope repay..

anks you for being my side when I need you,
orgetful all of my friends English community “Bee Class” Vic, Zud, Ziz, Zen, Fery, Fat, Git, Any, Sari, Ike, Din, An:
Yul, Pit, Va, Vi, Ka, Bin, Minda, Za, Bet, Nisi, Dian, Lif, Dwi, and Kur.

DECLARATION OF AUTHORSHIP

ne : Galuh Rizki Setyawati

number : 3213073053

lress : Ds. Ringinpitu, Kec. Kedungwaru – TULUNGAGUNG.

Certify that the thesis which I wrote to fulfill the requirement for Islamic education degree entitled “A Study on Teaching Reading Comprehension by Using Retelling Technique in The Second Semester Students Of English Education Program At State College For Islamic Studies (STAIN) Tulungagung” is truly my original work. It does not incorporate materials previously written or published by another person, except those indicate in quotation and bibliography. In fact, I’m not only person who take responsible for the thesis is any objections or claim for others.

Tulungagung, July 2011
Who make the statement

Galuh Rizki Setyawati
NIM. 3213073053

ABSTRACT

Setyawati, Galuh Rizki . Registered Students.3213073053. 2011. *A Study On Teaching Reading Comprehension by Using Retelling Technique In the Second Semester Students of English Education Program At State College For Islamic Studies (STAIN) Tulungagung*. Thesis, Tarbiyah. English education program department of State College For Islamic Studies (STAIN) Tulungagung.

Advisor: Nanik Sri Rahayu, M.P.d

Keywords: Teaching Reading Comprehension, Retelling technique.

Among the techniques used in teaching reading comprehension is retelling. Retelling is one of the best and efficient strategies for discovering whether the student’s understand what he or she has read. In addition, retelling technique in teaching reading also help the students think critically.

The present study tries to describe how retelling technique applied in teaching reading comprehension II at STAIN Tulungagung. The research problems, (1) What is teacher’s preparation in teaching reading comprehension II using retelling technique? (2) How does the teacher conduct retelling technique in teaching reading comprehension? (3) What problem’s are faced by teacher in teaching reading comprehension using retelling technique?

This study uses a descriptive-qualitative research. Descriptive research studies are designed to obtain information concerning the current status of phenomena. The main instrument of the study is the researcher herself. In completing this study, the writer took from the result of interview, observation, and documentation. The data of the study are the retelling

unique that use teacher in teaching reading comprehension II. In analyzing the data, this study used is the inductive method. The inductive method for the present study in which data collection, data reduction, data display, and conclusion were done. In order to check the trustworthiness of data analysis, triangulations was also applied.

The result of the study showed that 1) the teacher has preparation in teaching reading comprehension using retelling on plan and syllabus. As well as teacher draw up module of reading comprehension. In the module was explained what students do. The module which covers text of reading, vocabulary, words that go together, comprehension, remembering details, making inferences, tell the story, discussion, writing, spelling and punctuation. 2) the applying technique are reading loud, understanding vocabulary, using idea, remembering details, making inference of the story, discussing, writing, spelling and punctuation. 3) the teacher does not have problem in use retelling because it is very good. In other cases, the students have difficult in memorizing the vocabulary and reading texts.

ABSTRAK

Yuwati, Galuh Rizki . Nomor Induk.3213073053. 2011. *A Study On Teaching Reading Comprehension by Using Retelling Technique In the Second Semester Students of English Education Program At State College For Islamic Studies (STAIN) Tulungagung*. Skripsi, Tarbiyah. Pendidikan Bahasa Inggris di STAIN Tulungagung.
Dibimbing: Nanik Sri Rahayu, M.P.d

Kata kunci: Teaching Reading Comprehension, Retelling technique.

Diantara tehnik dalam mengajar reading adalah retelling. Retelling adalah salah satu yang terbaik dan strategi yang efisien untuk mengetahui pemahaman siswa dari apa yang dia baca. Dan mengajar reading dengan menggunakan retelling untuk membuat siswa berfikir kritis.

Pada pembahasan ini mencoba untuk mendeskripsikan bagaimana guru mengajar reading dengan menggunakan retelling di STAIN Tulungagung. Fokus penelitian:1) Apa persiapan dosen dalam mengajar reading comprehension dengan menggunakan retelling? 2) Bagaimana dosen mengajar reading comprehension II dengan retelling? 3) Apa masalah yang dihadapi dosen dalam menggunakan retelling?

Pada pembahasan ini menggunakan deskriptif kualitatif. Deskriptif adalah Mengambarkan untuk menghasilkan informasi mengenai fenomena atau berdasarkan kejadian. Instrumen yang utama adalah peneliti sendiri. Dengan melengkapi data, peneliti mengambil hasil dari interview, observasi, dan dokumentasi. Data dari pembahasan ini adalah pengajaran dosen dalam reading comprehension menggunakan retelling. Dalam analisis data, menggunakan metode induktif. Metode induktif meliputi pengumpulan data, reduksi data, penyajian data dan verifikasi. Dalam kevalidan data menggunakan triangulation.

Hasil analisis data dari pembahasan ini menemukan bahwa 1) dosen mempunyai persiapan mengajar reading dengan menggunakan retelling yaitu rencana pembelajaran dan silabus. Dan juga mempersiapkan modul comprehension dan modul sudah dijelaskan apa yang akan siswa lakukan. Yang man modul meliputi text of reading, vocabulary, words that go together, comprehension, remembering details, making inferences, tell the story, discussion, writing, spelling and punctuation. Dan pengaplikasian dalam kelas, sebelum retelling adalah read loudly, vocabulary, words that go together, remembering details, making inferences, discussing, writing, spelling and punctuation. Aktivitas ini sangat membantu dalam retell. Selain itu, dosen tidak mempunyai masalah dalam menggunakan retelling karena itu sangat membantu dalam pembahasan siswa mempunyai masalah dalam mengingat vocab dan teks bacaan.

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Writer

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CHAPTER I

INTRODUCTION

This chapter presents the background of study, statement of the research problem, purpose of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

The Background of the Study

English is important language in the world. Most of people in the world use English as a means of communication. English has become an international language, as an international language it has important role in some aspects of human life. English also gives access to information and technology, science, politics, finance, business, medicine, education and culture.

In education field, English is the first foreign language that has been taught from elementary schools to universities. It is taught as a compulsory subject at junior and senior high school. It is also taught as a local content subject at elementary schools.

In general, English at school attempts to develop four language skills listening, speaking, reading and writing in secondary school. One of the most important skills among those four skills is reading skill. It is very important process of learning because reading in English helps the students learn to think in English, build English vocabulary, encourage the students to focus on grammar or punctuation and makes them more comfortable writing in English. Students can develop and open their brain through reading. By reading books, magazines or newspaper they can enrich their personalities, expand their horizon and also provide varied experience.

Harmer (2007: 99) stated that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it. According to Wicaksono in Cahyono (2010:55) reading consists of two related processes : word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected texts. Readers usually make use of background knowledge, vocabulary, grammatical knowledge, and experience with the text. Regardless of the process, reading always has a purpose. It is a part of our daily life and it is generally assumed that everybody can do it. The reason for reading depends very much on the purpose of reading. Reading can have three main purposes: for survival, for learning, and for pleasure. For that the purpose of reading in teaching reading is much influenced by non-linguistic factors, such as teacher's technique, time allotment, facilities, and so on. If these factors are not given much attention, it can influence the success or failure students in learning reading.

According to Nunan (2003:68) that teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. They only learn to read once. Once they have learned how to read in their first language, they do not learn how to read again in a second/foreign, but rather they learn how to transfer skills that they have already learned to the new reading context in a new language.

The success of teaching reading depends on the techniques used by the teacher. The techniques for the student in reading English should be suited with the method and the approach as well. There are many techniques to teach reading English. Those Techniques can be divided into three namely controlled technique, semi controlled techniques, and free technique.

unique. Through to technique in semi controlled, retellings is one of the best and most efficient strategies for discovering whether the student's understands what he or she has read. Retelling is process of re-memorizing what he or she listened read.

Some studies shows that retelling technique has many advantages

First, Based on the education research journals, retelling made its way to the classroom and with good reason. Retelling is far from being just a regurgitation of facts and events. A 1985 study showed that repeated practice in retelling with minimal teacher instruction improves reading comprehension, with transfer to future reading tasks. Retelling is effective for students from preschool to college and beyond (Gambrell, Preiffer, and Wilson in Kissner 2006). Because an oral activity, retelling is an excellent bridge from social literacy activities into silent, individual ones. Being able to retell through a story helps the students to process what went on, and come to a new understanding of events or information.

Second, According Burton (2008:18) states that retelling helps show student's overall understanding of the text rather than their recall of fragmented information that is commonly provided by answering questions. Because retelling requires a reader's or listener's assimilation and reconstruction of text information, it can reflect comprehension and allow the reader or listener.

Third, Kissner (2006:4) states that retelling technique in teaching reading is to get the student's to think critically. Because retelling seemed an easy way to help her student's become readers and writer. Component of retell story not only retelling but also summarizing and paraphrasing. Retelling, summarizing and paraphrasing are related but different.

Fourth, According Mulholland in her article (2001) states that retelling provides an opportunity for reader to process what they have read by organizing and explaining it to others. Retelling develops student's story grammar because they must identify crucial points and the support information. It also reinforces sequencing since it demands remembering information, events, and processes. It encourages interacting with the text from a variety of perspectives: their own, their audience's, and the author's.

Fifth, According Mulholland in her article (2001) states that retelling supports good reading because students engage in repeated readings of the text, which supports fluency. Naturally, retelling is its own form of assessment, since student's recitation confirms thorough reading of it and reveals the extent of their comprehension.

In English Education Program at State College For Islamic Studies (STAIN) Tulungagung in reading comprehension II, one of the teachers used retelling technique. Based on the advantages of retelling and the students engage in they retell what they read. Because of the teacher used it and retelling also supports good reading. The writer chooses the second semester of English Education program because the student's accept reading comprehension II and semester.

Based on background above, the writer wants to describe how retelling technique applied in teaching reading comprehension in the second semester student's of English education program at State College For Islamic Studies (STAIN) Tulungagung. The writer takes the title "A study on teaching reading comprehension by using retelling technique in the second semester students of English Education program at State College For Islamic Studies (STAIN) Tulungagung".

Statement of Research Problem

Based on the background that has been discussed, the writer of this thesis formulated the problems as follow :

1. What is teacher's preparation in teaching reading comprehension using retelling technique in the second semester students of English education program at State College for Islamic Studies (STAIN) Tulungagung ? How does the teacher conduct retelling technique in teaching reading comprehension?
2. What problem's are faced by teacher in teaching reading comprehension using retelling technique in second semester students of English education program at State College for Islamic Studies (STAIN) Tulungagung?

Purpose of the Study

This study intended to get solution and description of the problem through analysis and study that have been previously mentioned in the research problems, they are :

1. To describe the teacher preparation in teaching reading comprehension using retelling technique in the second semester students of English education program at State College for Islamic Studies (STAIN) Tulungagung?
2. To describe the application retelling technique process in teaching reading comprehension.
3. To describe problems faced by teacher in teaching reading comprehension using retelling technique in the second semester students of English education program at State College for Islamic Studies (STAIN) Tulungagung?

Significance of the Study

Generally, the finding of the presents study is expected to give some contribution to the teachers, students, writer herself and future researchers.

1. For the teachers, the result of this study can be used as feedback in teaching reading comprehension. At least, teachers know the weaknesses of the technique and these will serve for reconstructing an appropriate of teaching reading comprehension using retelling technique.
2. Meanwhile, for the students, they will be motivated to improve their understanding in reading comprehension understanding this study. It aims ultimately to help them in attaining English learning. This study will also give information to every student at English education program in STAIN Tulungagung as one of their English reference in studying reading comprehension.
3. For the writer who also becomes the teacher in the future, it is the most important to find useful experience reading. In addition, it will become a partial fulfillment of the requirements to obtain the Sarjana degree.
4. Future researchers

The finding of the study can be useful for future researchers. Since, it can be used as a conduct further research on the some aspects of the study teaching reading comprehension by using retelling technique.

Scope and Limitation of the Study

This study only focuses on Teaching Reading Comprehension using retelling technique which covers reading vocabulary, understanding the reading, remembering detail, making inferences, writing, spelling and punctuation.

Definition of Key Terms

In order to avoid misunderstanding, the key terms used in this study are defined as follows:

1. Reading is an active skill, it constantly involving guessing, predicting, checking, and asking oneself questions.
2. Reading Comprehension is understanding a text that is read, or the process of “constructing meaning” from text.
3. Teaching Reading Comprehension

Teaching reading is showing and helping someone to learn reading.

4. Retelling technique is process of re-memorizing what he or she listened to and read.
5. Summarizing is shortened version of an original text, stating the main ideas and important detail of the text with same text structure and order of the original.
6. Paraphrasing is restating ideas in different word.

CHAPTER II

REVIEW OF RELATED LITERATURE

The discussion in this chapter covers the nature of reading, teaching reading comprehension and retelling. This chapter is unique.

The Nature of Reading

Reading is simply overwhelming, what it is, how it is acquired and taught, how reading in a second language differs from reading in a first language, how reading relates to other cognitive and perceptual abilities, how it interacts with memory (Alderson, 2000:1). All these aspects of reading are important, because it can give readers information, pleasure and enjoyment. In a language class, reading is considered as of extending one's knowledge. It is important not only in a first language study but also in the study of a foreign language, including English (Nutta Yazid, 2009:11).

According to Grellet (1981: 8), reading is an active skill. It constantly involves guessing, predicting, checking and asking one self questions. Therefore, this should be taken in to consideration when devising reading comprehension exercises. There are main ways of reading (1) skimming: quickly running one's eyes over a text to get the gist of it (2) scanning, quickly going through a text to find a particular piece of information. (3) Extensive reading: reading longer text usually for one's own pleasure (4) intensive reading: reading shorter text, to extract specific information. Based on statement above, it can be concluded that reading is important for students. Reading has a lot of benefits. In understanding a written text, reading is a process in grasping information and meaning from written language including words, sentences, main idea and supporting ideas of a paragraph with a reader's own prior knowledge.

1. The Definition of Reading

According to Linse (2006:69) stated that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, readers must be able to decode (sound out) the printed words and comprehend what readers read.

According to Ytrebegg and Scott, Reading is also the language skill which is easiest to keep up, many of us can still read in a foreign language that we used to be able to speak as well.

According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

Harmer (2007: 99) stated that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected texts.

From the definition above, it can be concluded that reading is the learning process to identify the word and understand the word on the text, and reading is a process of interaction and communication between the reader and the writer in the text.

2. The Strategies for Developing Reading Skills

According to Nunan (2003:78), strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use. This definition underscores the active role that readers take in strategic reading. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purpose reading.

According to Kellerman in Yazid (2009:13), a strategy is a well-organized approach to a problem. Paris, Wasik, and Turner in Yazid (2009: 13) define "strategies" and "skills" accordingly:

"Skills refer to information-processing techniques that are automatic, whether at the level of recognizing grapheme-phoneme correspondence or summarizing a story. Skills are applied to a text unconsciously for many reasons including expertise, repeated practice, and compliance with directions, luck, and naive use. In contrast, strategies are actively selected deliberately to achieve particular goals. An emerging skill can become a strategy when it is used intentionally. Likewise, a strategy can "go underground" (in the sense used by Vygotsky, 1978) and become a skill. Indeed, strategies are more efficient and developmentally advanced when they become generated and applied automatically as skills. Thus, strategies are skills under consideration."

According to Paris, Wasik, and Turner in Yazid (2009: 13) there are some strategies that can help students read more quickly and effectively, namely:

1. Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of the reading selection.
2. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, using knowledge of the text type and purpose to make predictions about discourse structure, using knowledge about the author to make predictions about writing style, vocabulary, and content
3. Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm question predictions
4. Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meaning of unknown words, instead of stopping to look them up

3. The Purpose of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment. ¹⁶ One has knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts. According to Grellet (1981: 4) there are two purposes for reading first, reading for pleasure, secondly, and reading for information.

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture.

There are three main purposes for reading, namely. (1) Reading to be informed, it is reading to gain information. (2) Reading for literary experience, it is reading for enjoyment. (3) Reading to perform task, it is reading to accomplish a specific job.

4. The Types of Reading

According to Brown (2001:312), there are several types of reading in the classroom :

a. Oral and silent reading

Occasionally, teacher will have reason to ask a student to read orally. At the beginning and intermediate levels oral reading can

- 1) Serve as an evaluative check on bottom up processing skill
- 2) Double as a pronunciation check and

Serve to add some extra student participation if teacher want to highlight a certain short segment of reading passage. For advanced levels, usually only advantages can be gained by reading orally. As a rule of thumb, teacher want to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play :

- a) Oral reading is not a very authentic language activity.
- b) While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph)
- c) It may have the outward appearance of student participation when in reality it is mere recitation.

b. Intensive and extensive reading

Silent reading may be subcategorized into intensive and extensive reading. Intensive reading calls student attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning implications, rhetorical relationships and the like.

Extensive reading is carried out to achieve a general understanding of usually somewhat longer text (be it a long article, or essays, etc). Most extensive reading is performed outside of class time. Pleasure reading is often extensive. The advantages of extensive reading are by stimulating reading for enjoyment or reading where all concrete names, dates, and other details need not be retained students gain an appreciation for the affective and cognitive window of reading.

Teaching Reading Comprehension

In many second or foreign language teaching situations, reading receives a special focus. There are a number of reasons for this. First, many foreign language students' often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models for writing and provide opportunities to introduce new topics, to stimulate discussion and to study language (e.g., vocabulary, grammar, and idioms). Reading is a skill which is highly valued by students and teachers alike (Richards and Renandya, 2002 : 273).

Richards (2002:25) stated that in the seventies, second language reading ability was viewed as the mastery of specific reading sub skills or macro skills, a view that to some extent continues to inform approaches to the teaching of reading today. Skills formed the basis for second language reading instruction and these included : Discerning main ideas, Understanding sequence, Noticing specific details, Making inferences, Making comparisons, Making predictions.

According to Hill, teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. They only learn to read once. Once they have learned how to read in one language, they do not learn how to read again in a second/foreign, but rather they learn how to transfer skills they have already learned to the new reading context in a new language.

1. Models of teaching reading process.

According to the models of teaching reading can be divided into three categories is bottom-up models, top-down models, and interactive models:

- a. Bottom-up models typically consist of lower level reading processes.

Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences

and longer texts. A phonics approach to teaching reading supports a bottom-up model. This approach is used in many reading series. One element of bottom-up approach to reading is that the pedagogy recommends a grade-level reader approach.

- b. Top-down models, on other hand begin with the idea that comprehension resides in the reader. The reader uses background knowledge's, makes predictions, and searches the text to confirm or reject the predictions that are made. Goodman in Nunan (2003) stated that a strong advocate of Top-down models of reading criticizes bottom-up models because the readers become "word callers" who can read the words on the page but do not understand what they read.
- c. And the last, Interactive models that are accepted as the most comprehensive description of the reading process. This third type combines elements of both bottom-up and top-down models assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources. An interactive approach to reading would include aspects of both intensive and extensive reading.

2. Techniques of teaching reading comprehension

The success of teaching reading depends on the techniques used by the teacher. The techniques for the student to learn reading English should be suited with the method and the approach as well. There are many techniques to teach reading English.

According to Brown (2000: 134-135) that technique for teaching in classroom can be divided into three techniques, they are controlled technique, semi controlled techniques, free technique. In technique to teach reading use semi controlled techniques. They are Brainstorming, Retelling, Question-answer, Cued narrative/dialog, Information transfer, Information exchange, Wrap-up, Narration/exposition, and Preparation.

In this study the writer describes retelling technique in teaching reading Comprehension. Retellings are one of the best and most efficient strategies for discovering whether the student's understands what he or she has read. Retelling is a process of re-memorizing what he or she listened to and read.

Retelling Technique

Based on the education research journals, retelling made its way to the classroom and with good reason. Retelling is not from being just a regurgitation of facts and events. A 1985 study showed that repeated practice in retelling even with minimal teacher instruction improves reading comprehension, with transfer to future reading tasks. Retelling is beneficial to students from preschool to college and beyond.

1. The three component of the retell story

In retelling of the story, there are three components: retelling, paraphrasing, and summarizing. The three components are all the same and related but different in process. Summarizing, retelling, and paraphrasing are important skills for readers of all levels, even those in college and beyond.

a. Retelling

Retellings are one of the best and most efficient strategies for discovering whether the student understands what he or she has read. Retelling is a process of re-memorizing what he or she listened to and read.

Retelling is quite simple. After hearing or reading a story, a child “retells” the events to a listener. Most students will spontaneously retell exciting events, books, or movies to one another (and to any other listener who happens to be within earshot!). In recent years, retelling has become more popular as a tool for both instruction and assessment. Although some

Books will refer to “written retellings,” for the purposes of this book,

Retelling is considered an oral event.

How does retelling begin? Students develop the ability to tell a story with a logical sequence of events between the ages of two and five. In fact, story retelling has been recognized as a predictor of which preschoolers will have language delays in first grade (Fazio, Naremore, and Connell in Kissner, 2006). Students who have problems retelling stories seem to be more likely to have problems with reading comprehension in later years.

b. Paraphrasing

When students are admonished to “put things in their own words”

When taking notes, they are actually being told to paraphrase. Paraphrasing is, quite simply, restating ideas in different words. A reader (or listener) can choose to paraphrase one statement, a group of statements, or an entire passage. This is quite different from retelling and summarizing, both of which require a reader to gain a global picture of the text.

Paraphrasing can be oral or written. Orally, it can be as simple as, “Put my last directions into your own words.” A written paraphrase can be much more complex, as students could paraphrase formally written

- c. text by rewriting it in an informal style. So paraphrasing is not that difficult. Another step along the path takes us to retelling. **Summarizing**

A summary, therefore, is a shortened version of an original text, stating the main ideas and important details of the text with the same text

structure and order of the original. It had taken me time, but finally laid the myths of summarizing to rest. What summarizing was, how paraphrasing was completely different, and why a retelling and a summary could never be confused. Because a summary should be shorter than the original text, a summary should include the main idea of the text, a summary should reflect the structure and order of the original text, a summary should include important details.

2. The procedure of Retelling Technique

Since reading is a meaning-making process, how then can teacher best teach, expand and assess comprehension gained from reading experiences? A non-traditional method is through the use of story retelling. Retellings are post reading or post listening recalls in which readers or listeners tell what they remember (Morrison 1996). Story Retelling is a procedure that enables the students to play a large role in reconstructing stories and underlies both social and academic development. When narrating stories, the student 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. The students extend and enhance the readers' comprehending comprehension processes while providing evidence for and insights into understanding the two processes.

Students will build on their knowledge of retelling to recall important details. Students will learn to discuss what is most important to use in the retelling. Learning to retell a story thoughtfully is critical to learning to write a story and to build comprehension. The student's practices sometime referring to the book constantly to understand the story and the student feels confident enough to share. Students can use some media such as retelling cards, small props, puppets, story guideline posters, and even the book to help them as they learn to retell. Sometimes the teacher asks the student to do a spontaneous retelling as an assessment of what the student understands about the story. Retelling is the part of synthesizing those students in depth along with summarizing and paraphrasing.

Moreover, there is preparation before using retelling. The first, the teacher preparation such as lesson plan consists of materials, introduction, model retelling, model assessment procedure, practice and reflection. The second, the student preparation such as understanding text and memorizing of story.

3. Benefit of Retelling Technique

Based on the education research journals, retelling made its way to the classroom and with good reason. Retelling is far from being just a regurgitation of facts and events. A 1985 study showed that repeated practice in retelling even with minimal teacher instruction improves reading comprehension, with transfer to future reading tasks. Retelling is beneficial for students from preschool to college and beyond. Because it is an oral activity, retelling is an excellent bridge from social literacy activities into silent, individual ones. Being able to talk through a story helps the students to process what went on, and come to a new understanding of events or information.

According Burton (2008: 17) stated that retelling helps show student's overall understanding of the text rather than their recall of fragmented information that is commonly provided by answering questions. Because retelling indicates readers or listener's assimilation and reconstruction of text information, it can reflect comprehension. It allows a reader or listener to structure a response according to personal and individual interpretations of the text. Retelling provides insight into the student's ability to recall details, make inferences, and recognize structural relationships strategies not assessed by formal measures, diagnostic batteries or informal reading inventories.

Kissner (2006:4) stated that retelling technique in teaching reading is to get the student's to think critically. Because retelling seemed an easy way to help her student's become readers and writers. Retell of the story not only retelling but also summarizing and paraphrasing. Retelling, summarizing and paraphrasing are related but different.

An article in Reading (2004) includes a book review of Tell Me a Story. The article explains that

"Comprehension is one of the critical elements of reading identified by the National Reading Panel (NRP) and is widely considered the true goal of reading. Retelling incorporates several of the research-based strategies recommended in the NRP report, such as using graphic organizers, identifying story structure, and summarizing text. If students' retellings are to be assessed effectively, teachers need to instruct retelling in such a way that the student can retell what they have read in a logical, sequential manner. The article states that Hansen's book shows teachers how retelling a story can help children improve students' comprehension skills ("Retelling strategies to be comprehension offered in new IRA book," 2004, 14)."

Retelling provides an opportunity for readers to process what they have read by organizing and explaining it to others. Retelling develops student's story grammar because they must identify crucial points and the supporting information. It also reinforces sequencing since it demands remembering information, events, and processes. It encourages interacting with the text from a variety of perspectives: their own, their audience's, and the author's. Retelling supports good reading because students must engage in repeated readings of the text, which supports fluency. Naturally, retelling is its own form of assessment, since the student's recitation confirms his/her reading comprehension and reveals the extent of his/her comprehension.

Based on benefit of retelling technique in teaching reading comprehension, the writer wants to do the desc how retelling technique in teaching reading comprehension in the second semester student's of English educa program at State College For Islamic Studies (STAIN) Tulungagung.

Review of previous study

This section presents a review of previous studies on the use of the retelling technique in teaching reading comprehension II.

Lu fang Lin (2004) used retelling technique in his research the impact of Chinese student's English reading comprehension. The result of his research shows that retelling significantly improved the participants' text comprehension level of overall meaning.

Yusuf (2011) also used retelling technique in his research in teaching reading comprehension at Junior Secondary schools in Kaduna Metropolis. The result of research that retelling increased in understanding of story structure, language development and reading comprehension.

The results of the previous studies on the using of the retelling technique show that the retelling technique is an effective technique to increase and improve student's achievement in reading comprehension.

CHAPTER III

RESEARCH METHOD

This chapter presents about the research methods used in this study. It covers the discussion of the research design of the study, data and data sources, research instrument, data collection methods and instrument, data analysis, and the trustworthiness of the study.

Research Design

According to Creswell (2009:3) stated that research design is based on the nature of the research problem or issue being addressed, the researchers personal experiences. There are many kinds of the research design based on characteristics of the research, they are history research, descriptive research, development research, and soon.

The design of this study is descriptive research. According to Ary (1985:322) stated that descriptive research designs are designed to obtain information concerning the current status of phenomena. In addition, according to Ary (1985:322), descriptive research involves events that have already taken place and may be related to a present condition. The method of descriptive research is particularly appropriate in the behavioral sciences, because many of the types of behavior of interest the researcher cannot be arranged.

The design of this research is descriptive with qualitative approach and the point of descriptive qualitative research is to accumulate the basic data in descriptively and qualitatively. Here qualitative approach is used to describe how teachers conduct retelling techniques in teaching reading comprehension in the second semester students of English Education at State College For Islamic Studies (STAIN) Tulungagung.

Forwards, the whole process of this study was in line with the five features proposed by Robert and Bilken. First, qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. Next, qualitative research is descriptive (the data collected is in the form of words or pictures rather than numbers). Then,

Qualitative researcher concerns with process rather than simply outcomes or products. Fourth, qualitative researchers' to analyze their data inductively. It does not search out data or evidence to prove or disprove hypotheses. The "meaning" is an essential concern to the qualitative approach. Researchers who use this approach are interested in the way different people make sense out of their lives.

Subject of the Study The subject of the study were second semester of English Department of STAIN. They were chosen because in this semester, they took Reading II in which they were required to master Reading Comprehension subject.

Data and Data Sources

1. Data

The collected data must be relevant with the problem faced. In this study, the writer uses qualitative data in the form of facts. In this study, the writer took the data from the result of interview, observation, and documentation.

The data were qualitative data consist of information and describe teaching reading by using retelling technique in the second semester students of English education of STAIN of Tulungagung.

2. Data source

1. Source data are subjects who give the data or information or where the data getting from (Arikunto, 2006:129). In the qualitative approach the data will be taken from some sources, those are: Person : Informants of the interview; they are the teacher and students in the second semester of English education at STAIN Tulungagung

2. Place : The location of second semester students of English education at STAIN Tulungagung. In this local the writer describe retelling technique in teaching reading comprehension.
3. Paper : Source of the data informs of numbers or characters, picture or symbols. The researcher got data from document of teaching learning process reading text that used of second semester students of English education at STAIN Tulungagung.

Data Collection Methods and Instrument

Since the present study is descriptive – qualitative study, the main instrument of the study is the researcher herself acted as an instrument and a data collector at the same time

As the main instruments in this study, the writer used some methods to collect the required data; those are observation, interview and documentation.

1. Observation

Observation is the process of gathering open-ended and information by observing people and places in the research site. In his research the writer observes the process of teaching reading comprehension by using retelling technique at English Education program at STAIN Tulungagung.

Ary *et al* (2002 :430) stated that observation is the most basic method for obtaining data qualitative research. The qualitative researcher may be a participant in the situation being observed or a nonparticipant. In participant observations, the observer actively participates and comes an insider in the event being observed so that he or she experiences events in same way as the participants. Participant observation can divided into four participants are:

- a) Passive participation means the research is present at the scene of action but does not interact or participate.
- b) Moderate participation means that the researcher maintain a balance between being insider and being outside
- c) Active participation means that the researcher generally does what others in the setting do.
- d) Complete participation means the researcher is a natural participant.

In other cases, researchers may interact with subjects enough to establish rapport but do not really become involved in the behaviors and activities of the group called non-participant observes.

In this study, the writer used passive participation because the writer does not interact or participate but present at the scene of action. And the data recorded during an observation are called field notes. Field notes are text (words) recorded by the researcher during observation in a qualitative study.

2. Interview

Interview is a way to collect data is used to get information directly from source. According to Robert Bilken (1982:135) stated that an interview is purposeful conversation, usually, between two people (but sometimes involving more) that is directed by one in order to get information. Cohen *et al* (2000:221) stated that the interview is best understood in terms of a theory of motivation which recognizes a range of non-rational factors governing human behavior, like emotions, unconscious needs and interpersonal influences.

In this study, the writer used guided interview. Guided interview is where the interviewer is not free to ask questions to the respondents because the interview is guided and controlled. The writer to get the information about how to conduct teaching reading comprehension by using retelling technique. This interview is conducted to teacher and students to get more information directly concerning to the research problem being investigated.

The writer decides in this study to collect interviews used focus group interviews. It can be used to collect shared understanding from several individuals as well as to get views from specific people.

Documentation Documentation is a process of recoding data from the documents. Documentation is important to collect data. It used to get data directly from the place research usually they are relevant boxes, summary, photos and the text reading comprehension II.

Data Analysis

In this study, the data analysis used is the inductive method. Inductive method used to analysis the data that start from the particular facts, the concrete things to get conclusion by drawing the particular facts and things to the general. It is in line with one of five features of qualitative research proposed by Robert and Bilken; qualitative research is to analyses their data inductively. It does not search out data or evidence to prove or disprove hypotheses.

The inductive method for the present study was done by applying the procedure suggested by Miles and Huberman which data collection, data reduction, data display, and conclusion drawing were done.

a. Data collection

As the main instrument the writer use some methods to collect the required data, those are observation, interview and documentation. The observation used is passive participation because the writer does not interact but present at the scene of action. And the data recorded during an observation are called field notes.

In this study, the writer also used guided interview to get the information about how to conduct teaching reading comprehension by using retelling technique deliver to the teacher and students'. In addition, to avoid losing targeted data, the writer record and take note all of the students and teacher answer in the interview.

In addition, the writer used documentation is important to collect data. It used to get data directly from place research usually they are relevant books, summary, photos and the text reading comprehension II.

b. Data reduction

Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes the data. In such a way that final conclusions can be drawn and verified. In the present study, after collecting the data through observation, interview, documentation, the writer selected, transcribed, and organized those raw data.

In selecting, transcribing, and organizing those data, it should refer to the statement of the research problem being investigated in the study. In other words, the irrelevant data should be discarded or excluded while the relevant data should be included.

c. Data display

Data display is a form of analysis that describes what is happening in the natural setting so that it finally helps the writer to draw a final conclusion. In this study, the data that were displayed were the information at the retelling technique.

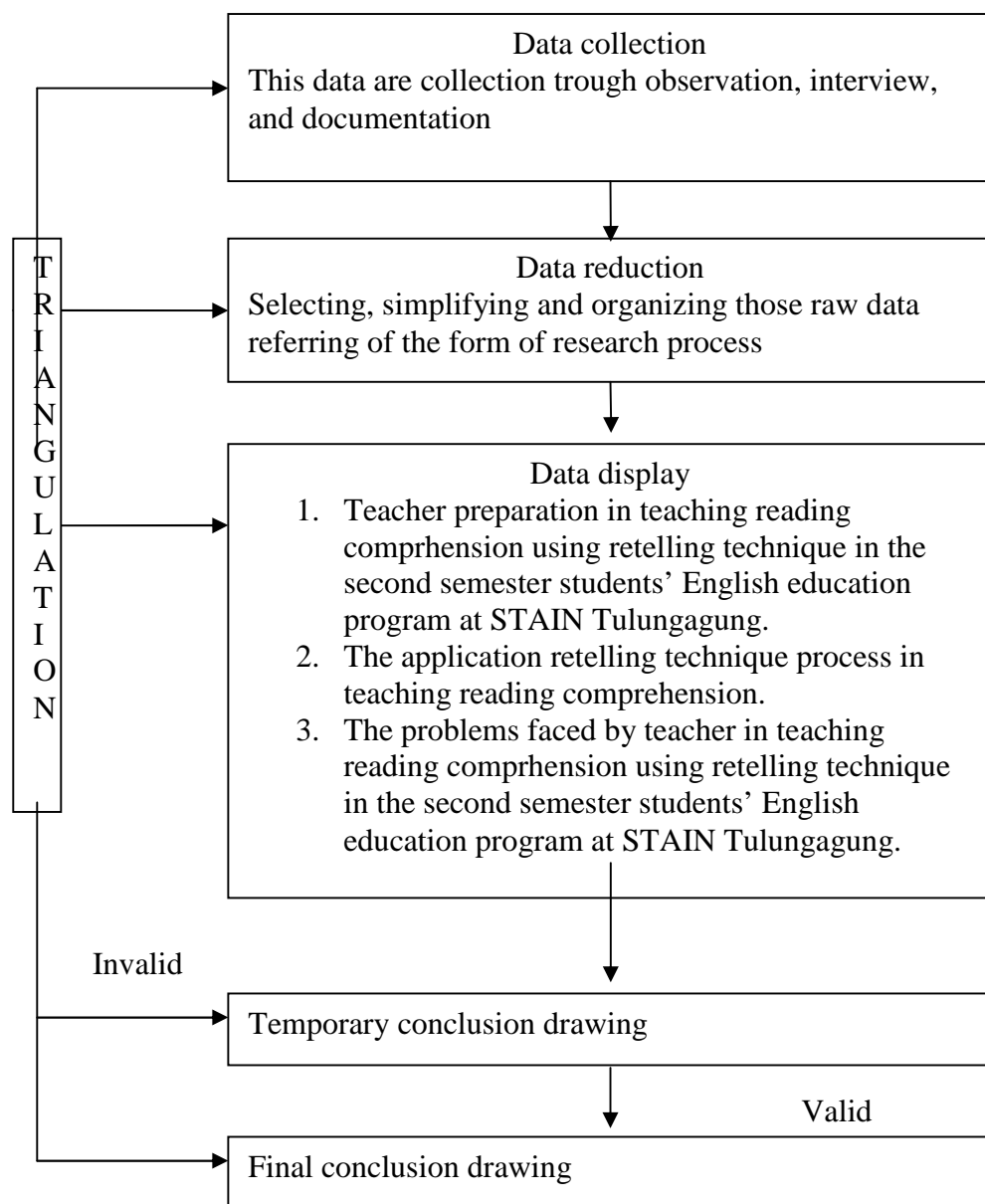
As the same as the process of reducing the data, in displaying the data, it should be based on the formulation of the research problem in the form of narrative texts.

d. Conclusion drawing

Conclusion drawing is the last procedure of analyzing the data of the study. In the context of this study, after the data were displayed, a conclusion was drawn. There were two kinds of conclusions that the writer drew in this study, they were temporary and final conclusion drawing. If the temporary conclusion drawing was valid in that it could answer the statement of the research problem being investigated in the study, the writer could use it as a final conclusion drawing. On the other hand, if it was not valid, the writer should repeat the process starting from displaying the data in order to check whether the displaying data displayed were in line with the statement of the research problem being investigated in the study or not. In other words, the data displayed answered the statement of the research problem being investigated in the present study or not. To have a clear understanding about the process of the data analysis, figure 1.1 shows the above procedure.

Figure 1.1

a analysis procedure develop by Miles and Huberman (1984:23)



F. The Trustworthiness of the Study

The trustworthiness of the result of the data analysis is necessary to be checked in order to reduce the wi biases and prejudices. In this study, triangulation was applied in order to check the trustworthiness of data analysis

According to Cohen *et al* (2000:112) that triangulation may be defined as the use of two or more method data collections in the study of some aspect of human behavior. Triangulation is the use of multiple source support findings im qualitative research. Other experts, namely, Bogdan and Bilken and Denzin suggest

triangulation techniques include (1) sources or data triangulation, (2) investigator triangulation, (3) the triangulation and (4) methodological triangulation. Among those four triangulation techniques, two of them were employed in this study, i.e. sources or data triangulation and methodological triangulation.

Source of data triangulation is processes in which various source of data are collected. The variety of sources refer to time, place and person. In the present study the sources of data referred to person, they were the teacher the students. The data triangulation for this study was done by analyzing the retelling technique that use teacher teaching reading comprehension II.

Methodological triangulation is a process in which various method are used to measure the same unit. In present study, methodological triangulation was done by employing different method of collecting data, namely observation, interview, and documentation.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussing of the study that consist of the data presentation, data analysis and discussion.

Data Presentation

Data presentation of study that consist of the teacher's preparation in teaching reading comprehension II, ' application retelling technique in teaching reading comprehension II and problem faced by teacher in teaching reading comprehension using retelling technique.

1. The teacher's preparation in teaching reading comprehension II

a. Mr. Samsu as a Reading teacher said :

“The material is Lesson plan of meeting, and syllabus. And then I prepared module reading comprehension for one semester. In the module was explained what the students do.”

1. The component of my syllabus consist of : Competence

The first step in the component is to determine what it is that teacher want students to be able to do when they have completed teacher instruction. The competence is the students are able to understand text, write correct vocabulary in the sentences, make inferences, tell the story, write six sentences or short paragraph related to the story given.

2. Indicator

In addition to identifying the subordinate skills and procedural steps that must be included in the instruction it will be necessary to identify the specific skills that students must have prior to beginning instruction. ' indicator is understanding reading texts, writing the correct vocabulary in the sentences, making inferences. Telling the story, writing six sentences or short paragraph related to the story given.

3. Instructional material

The instructional material is suitable with the module, The contents of material is unit 1 (Who is the important person from history?), unit 2 (What are fattening rooms?), unit 3 (Where do people celebrate girls day and boy's day?), unit 4 (Why is Marco Polo famous?), unit 5 (Who reached the South Pole first?), unit 6 (What is the Royal Flying Doctor service?), unit 7 (How did the Egyptians make mummies?), unit 8(Why is Louis Pasteur important?), unit 9 (Who is Nasreddin Hodja?), unit 10 (What did the Ancient Mayans believe in?)

4. Learning method

In this step teacher will use teacher instructional strategy to produce the instruction. This typical include learners manual, instructional materials, tests, and an instructor's guide. The decision to develop original materials will depend upon the type of learning to be taught, the availability of existing relevant materials, developmental resources available to teacher. The learning method is reading loud, retelling, summarizing, paraphrasing.

5. Evaluation

Following the completion of a draft of the instruction, a series of evaluations is conducted to collect data which are used to identify how to improve it. The three types of evaluation is assessment, kind of test, items.. The assessment is tell of the story in the front of class, kind of test is subjective test, matching, multiple choice.

6. Time allotment

This component is very important, because the teacher can limit his time. The time allotment is 2 x minutes.

7. Reference

The reference is the source of instructional material.

Mr. Samsu said that "it is content of my syllabus and my lesson plan consist of general instructional objective, specific objective, learning material, teaching and learning activities, assessment.

Besides of the teacher's preparation, according the result's interview of students about teacher's preparation

a. Informant : Faizah (students)

Faizah said : “hemm.....Mr. Samsu always prepare material every meeting. One of the preparation is model reading, the module reading was explained what we will do. And at the first meeting

Mr. Samsu was explained that the first we must understand reading with reading loud, answer the exercise by one and the last we must retell of the story in the front of. (interview with faizah, 1 june 2011).”

b. Informant : Kiki (students)

Kiki said : “ I don’t know. In every meeting Mr. Samsu always surprised so we can’t guess what the teacher do. (interview with kiki, 27 may 2011).”

Informant : Amirotnun (students) Amirotnun said : “ I same with Kiki, we don’t know but absolutely we must retell. In every meeting Mr. Samsu always surprised so we can’t guess what the teacher do. (interview with amirotnun, 27 may 2011).”

c. Informant : Yunitasari (students)

Yunitasari said : “We never give cross outline but in the first meeting the teacher explain what we do in class reading. (interview with yunitasari, 27 may 2011).”

d. Informant : Binti (students)

Binti said : “We never give cross outline but the first meeting the teacher explain what we do in class reading. (interview with binti, 27 may 2011)”

e. Informant : Agustin (students)

Agustin said : “We don’t know but may simply we must retell. In every meeting Mr. Samsu always surprised so we can’t guess what the teacher do. (interview with agustin, 27 may 2011).”

f. Informant : Isriana (students)

Isriana said : “ I think, we must retell. In every meeting Mr. Samsu always surprised so we can’t guess what teacher do. (interview with isriana, 27 may 2011).”

g. Informant : Ghozic (students)

Ghozic said : “Yeahh, Mr.Samsu was prepared it. One of the preparation is module reading, in book explained what we will do. And at the first meeting Mr. Samsu was explained that the first we must understand reading with reading loud, answer the exercise one by one and the last we must retell of the story in the front class. (interview with Ghozic, 1 June 2011).”

h. Informant : Luthfi (students)

Luthfi said : “I agree with faizah, Mr. Samsu always prepare material every meeting. One of the preparation module reading, in book was explained what we do. And at the first meeting Mr. Samsu was explained that first we must understand reading with reading loud, we pointed one by one to answer the exercise and the we must retell based on the story one by one in front of. (interview with luthfi, 1 June 2011).”

i. Informant : Ngainun nisak (students)

Ngainun nisak said : “ I agree with faizah, hee Mr. Samsu always prepare material every meeting. One of preparation is module reading, the module reading was explained what we do. And at the first meeting Samsu was explained that the first we must understand reading with reading loud, answer the exercise one by one and the last we must retell of the story one by one in front of class. (interview with nisak, 1 June 2011).”

The application retelling technique in teaching reading comprehension II The teacher conduct retelling technique in teaching reading comprehension II.

a. Mr. Samsu as a reading teacher said :

There are component in retell of story such as summarizing, paraphrasing, and retelling. And the activity in class reading consist of :

1) Reading loud

Read loudly is always done before retelling to detect the student's pronunciation. I usually choose one of them to read loud in the front of class and other students listen and correct the pronunciation if it is wrong.

2) Vocabulary

With this vocabulary the students can familiar of vocabulary that word use. And they also easier in recall because they understand vocabulary that used. In the vocabulary exercise is fill the blank consist eight questions. And I always call one by one to answer the question.

3) Words that go together

The content is using idea, using words that used new meaning and original meaning. Besides it also enrich vocabulary in idiom location. In this exercise is fill the blank consist four questions and

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The using software is free version, you can upgrade it to the upgrade

version.<http://www.allimagetool.com> multiple choice consist three questions. And I always call one by one to answer the question.

4) Remembering details

Remember the specific information and using vocabulary in the context of text. In this exercise consist several questions. And I always call one by one to answer the question.

5) Making inferences

Making inferences is the information such as fact. The student's asked can different fact and can understand implicit and explicit words.

In this exercise is true and false consist five questions. And I always call one by one to answer the question.

6) Retell of the story

Retell of the story is the technique that I used to know the student ability in reading . The students as retell of the story in the front of class. In this retelling, they can use language creative and their idea. I don't li they to retell must same in the story. And they can use expression in retell and using their language. In rete always called random. And sometimes I asked the student's to retell together.

7) Discussing

In the discussing, the students can discuss story that they read with their classmates. In the exercise cons three questions usually answering together.

8) Writing

After them retelling, must summarizing or re write some sentences or short paragraphs related the story.

9) Spelling and punctuation

The spelling and punctuation are rules of language. Spelling related with retelling. Punctuation related activit

Beside of the teacher, according the result interview of the student's.

a. They Informant : Faizah (students)

Faizah said: “ Mr. Samsu is always pointed one students to read loud to detect our pronunciation. After that teacher is usually explain the main idea of story next to vocabulary, making inferences, summarizing, and ne forget retelling make we nervous (interview with faizah, 1 June 2011).”

b. Informant : Kiki (students)

Kiki said : “As usual activity before retell is read loud, discussed vocabulary, making inferences, remember details, spelling and punctuation, summarizing and the last quiz is retelling made nervous but very interest interview with kiki, 27 may 2011).”

c. Informant : Amirotun (students)

Amirotun said : “Clearly the first read loud, understanding the texts, making inferences, remembering details, summarizing and retell (interview with Amirotun, 27 may 2011).”

d. Informant : Yunitasari (students)

Yunitasari said : “Suitable in book such as understanding the text, vocabulary, do exercise of words that together, remembering detail, making inferences, summarizing and retell of the story (interview with yunitasari, 27 may 2011).”

e. Informant : Binti (students)

Binti said : “Read the story, understand the story, do exercise, summarizing and retelling (interview with binti, 27 may 2011)”

f. Informant : Agustin (students)

Agustin said : “ Mr. Syamsu is always pointed one or three students to read loud. And discuss the story together after that answer the exercise vocabulary, making inferences, summarizing, and retelling (interview with agustin, 27 may 2011).”

g. Informant : Isriana (students)

Isriana said : “Clearly the first read, vocabulary, making inferences, retell sometimes write down summarizing (interview with isriana, 27 may 2011).”

h. Informant : Ghozic (students)

Ghozic said : “Before retelling, we read loud, discussed vocabulary, making inferences, remembering details and then summarizing.”

i. Informant : Luthfi (students)

Luthfi said : “The first always read loud, vocabulary, making inferences, remembering details, retell summarizing (interview with luthfi, 1 june 2011).”

j. Informant : Ngainun nisak (students)

Ngainun nisak said : “ Yeah always read aloud to understanding text before retell, done the other exercise s as vocabulary, making inferences, remembering details after that retell and summarizing (interview with ni 1 june 2011).”

2. The problems faced by teacher in teaching reading comprehension using retelling technique.

a. Mr Samsu as a reading teacher said :

“ The retelling will very suppressed for the lazy students in reading. My observation, I have not problem beca the students very happy, enthusiasm, enjoy in retelling. And I don’t force they must retell. In authentic assessm I use two evaluation is ingualasi assessment, and test (interview with Mr. Samsu, 13 may 2011).

Besides of the teacher’s problem, The students have problems in retell :

a. Informant : Faizah

Faizah said : “ If we was prepared, I think no problem but sometimes we no read so it’s problem when we ca and retell in the front of (interview with faizah, 1 June 2011).”

b. Informant : Kiki

Kiki said: “ My problem in remembering the story so I often stand up in the front of because I forget (interv with kiki, 27 may 2011).”

c. Informant : Nisak

Nisak said: “ If we was prepared, I think no problem but when we called and retell in the front of sometimes nervous and very difficult to weather the nervous (interview with nisak, 1 june 2011).”

d. Informant : Ghozic

Ghozic said : “ If we was prepared, I think no problem because we sometimes lazy read it’s difficult.(interv with ghozic, 1 june 2011).”

e. Informant : Amirotnun

Amirotnun :” When I retell in the front of, I forget what I must retell (interview with amirotnun, 27 may 2011).’

f. Informant : Luthfi

Ghozic said : “ If we was prepared, I think no problem because we unlimited when we retell of story. If we read yet is difficult .(interview with luthfi 1 june 2011).”

g. Informant : Isriana

Isriana said : “ The difficulties is when we retell in front of become nervous so that story to be memorizes lost, sometimes the vocabulary of the story is very difficult so we change with our vocabulary (interview v isriana, 27 may 2011) .”

h. Informant : Binti

Binti said : “ I difficult in memorize because my mind is full so very difficult to remember the story (interv with binti, 27 may 2011) .”

i. Informant : Agustin

Agustin said : “I difficult in memorize and the vocabulary which I don’t know understand (interview with b 27 may 2011) .”

B. Discussion

In this section the writer discussed the qualitative data that were taken from interview and observation both descriptive that were used as the sample of this research.

1. The teacher’s preparation in teaching reading comprehension II.

Since reading is a meaning-making process, how then can teacher best teach, expand and assess comprehens gained from reading experiences? A non-traditional method is through the use of story retellings. Retelling is usu the comprehension part of primary assessment. And based on the writer findings, the teacher use retelling techni in teaching reading comprehension. Based on perception of teacher, appearance of students individual in reading t

to passive and haven't motivated. Moreover, the students do not comprehend text and their ability in speaking is very low.

In this technique, it can not only improve the students reading but also can help the students speaking. Retelling is the part of synthesizing in depth along with summarizing and paraphrasing. Summarizing is a shorter version of an original text, stating the main ideas important details of the text with the same text structure and order of the original. And paraphrasing is restating ideas from a text in a new way. Paraphrasing can be oral or written. Although summarizing, paraphrasing, and retelling are related, they are somewhat different in process, form and product.

In retelling technique, the teacher has preparations before teaching such as the lesson plan, syllabus, and module reading comprehension. The content of syllabus, lesson plan and module were arranged systematically so that students understand what they must do. In addition, the content of syllabus consists of competence, indicator, instructional material, learning method, evaluation, time allotment and reference. And the lesson plan consists of general instructional objective, specific objective, learning material, teaching and learning activities, assessment. From all content of syllabus and lesson plan mentioned in module. So that make the students understand what they will do in class of reading.

2. The application retelling technique in teaching reading comprehension II

The procedure of retelling technique, Story Retelling is a procedure that enables the students to play a large role in reconstructing stories. It underlies both social and academic development. When retell of the story, the student 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 learning to read. And the student's practices sometimes referring to the book constantly until understand the story and the students feel confident to retell. Students can use some media such as retelling cards, small props, puppets, story guideline posters, and even the book to help them learn to retell.

From the result observation and interview, procedure that teacher use in retelling technique more specific as the first is reading loud, this activity to detect the student's pronunciation. The second is understanding vocabulary, the students can be familiar with vocabulary that said and used. The third is using idea, in this activity student asked their use idea, use word together appear new meaning and original. The fourth is remembering detail of story, this activity, to remember specific information's of reading. the fifth is making inferences, the student as can differentiate fact and can comprehend implicit word. The sixth is retelling of the story, the student asked to retell story which they have read in front of class. In this retelling, they can use their language and ideas. In retelling story, most of the student's only can in phase of paraphrasing. The seventh is discussing about the text. The eighth is writing, the students asked to write down again some sentence which related to story given. The last is spelling and punctuation, the spelling and punctuation are rules of language.

3. The problems faced by teacher in teaching reading comprehension using retelling technique.

In other hand, the teacher does not have problem in retelling because retelling is very good. Retellings not only improve the student's reading but also improve all of the skills such as speaking, listening, and writing. But, retelling will be much suppressed for the lazy students in reading.

However, in retelling students have difficulties as the writer knew that retelling process of re-memorizing what he or she listened and read. The student's ones difficult to memorize the difficult vocabulary that they do not understand.

In addition, Benefit of retelling technique is to get the students to think critically. Because retelling seemed an easy way to help the students become readers and writers. Retelling develops the students grammar because they need to identify crucial points and the support information. It also reinforces sequencing since it demands remembering information, events and processes. Retelling supports good reading because the students must engage in repeated readings of texts, which support fluency.

Based on the students eyeglasses of retelling is very precise technique in teaching reading comprehension. There are four reasons such as with the students retelling can comprehend reading texts, assisting many then

considering previous Lesson, can improve their speaking, and make the situation become rileks and enjoy. As wel assisting student in memorizing vocabulary so that in one day they can memorize and recognize many vocabularies

Based on the research, retelling technique in teaching reading is one of the best and most efficient techniq from discovering whether the students understand what the students have read. And the writer finding's, retel technique have important effect the successful in process reading. From this can be summarized that retel technique is a good and effective technique. Retelling technique can help the student's reading and active in class.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of the study on the previous chapter. In this chapter, the writer would like to present conclus suggestion.

Conclusion

After the writer doing research about the title, the writer draw conclusion that retelling in teaching reac comprehension is good.

1. The teacher preparation in teaching reading using retelling technique such as lesson plan every meeting, syllabus. And then, the teacher prepared module reading comprehension two for one semester. In the module explained what the students do. One of content module is student must retell of story. In addition, the conten syllabus consists of competence, indicator, and instructional material, learning method, evaluation, time allotn and reference. And the lesson plan consists of general instructional objective, specific objective, learning materi teaching and learning activities, assessment.

2. The teacher conduct retelling technique in teaching reading comprehension. The first is reading loud. The second is vocabulary. The third is words that go together. The fourth is remembering details. The fifth is making inferences. The sixth is retelling of the story. The seventh is discussing. The eighth is writing. The last is spelling punctuation.
3. The problem of retelling many faced by the students and the teacher seldom has difficulty. If the students lazy, read so it makes them suppressed. The student's problem memorizes the difficult vocabulary that they do know.

Suggestion

Some suggestions addressed to students and English teachers.

1. For the teachers, the result of this study can be used as feedback in teaching reading comprehension. At least, teachers know the weaknesses of the technique and these will serve for reconstructing an appropriate of teaching reading comprehension using retelling technique.
2. Meanwhile, for the students, they will be motivated to improve their understanding in reading comprehension understanding this study. It aims ultimately to help them in attaining English learning. This study will also give information to every student at English education program in STAIN Tulungagung as one of their English reference in studying reading comprehension.
3. Future researchers

The finding of the study can be useful for future researchers. Since, it can be used as a conduct further research of the some aspects of the study teaching reading comprehension by using retelling technique.

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S YLLABUS

Subject : Reading Comprehension II
Level : TBI
Status : Compulsory
Basic Competence : *Students are able to understand and comprehend reading texts.*

Prerequisite : Reading comprehension I
Credit/Horse : 2/2
Instructor : H. Nursamsu, M.Pd.

Competence	Indicator	Instructional Material	Learning Method	Evaluation			Time Allotment	Reference
				Assesment	Kind of test	Test Items		
students are able to : understand text write the correct vocabulary in the sentences Make inferences Tell the story Write six sentences or short paragraph related to the story given.	- Understanding reading texts - Writing the correct vocabulary in the sentences - Making inferences - Telling the story - Writing six sentences or short paragraph related to the story given,	- Unit 1 (Who is the important person from history?) - Unit 2 (What are fattening rooms?) - Unit 3 (Where do people celebrate girls day and boy's day ?) - Unit 4 (Why is Marco Polo famous?) - Unit 5 (Who reached the South Pole first?) - Unit 6 (What is the Royal Flying Doctor service?) - Unit 7 (How did the Egyptians make mummies?) - Unit 8 (Why is	Reading loud Retelling Summarizing Paraphrasing	Process - Tell of the story in the front of class. Product -	Subjective Test Multiple choice Matching	A. Summarize the text B. Multiple choice 1. Revered John Flynn... a. started the Flying Doctor Service b. was the first man to visit central and northern Australia c. was a doctor who started the Flying Doctor	2 x 50 minutes	Broukal, Milada. 2004. What a world amazing stones. Longman

		<p>Louis Pasteur important?)</p> <ul style="list-style-type: none"> - Unit 9 (Who is Nasreddin Hodja?) - Unit 10 (What did the Ancient Mayans believe in?) 				<p>Service</p> <p>d. was a doctor who loved to fly</p> <p>C. Matc</p> <p>hing</p> <p>Write S for each stated fact</p> <p>___1. Today people use all types of technology to get in touch with the Service.</p>		
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LESSON PLAN
Reading comprehension II
Through Retelling Technique

SUBJECT : Reading Comprehension II
TOPIC : What is the royal flying doctor service ?
PROGRAM/SEMESTER : English Education/ Second
CLASS : TBI 2 A
GRADE : 6 (Seventh)
TEACHER : H. Nursamsu, M.Pd

General Instructional Objective : Students are able to understand and comprehend reading texts.

Specific Instructional Objective :

The students are able to :

- Understand of text
- Write the correct vocabulary in the sentences
- Reread the passage
- Make inferences
- Tell the story
- Write six sentences or short paragraph related to the story given

Instructional Material :

- Understanding of text What is the royal flying doctor service ?
- Vocabulary
 - Meaning
 - Words that go together
 - Use complete sentences
- Comprehension
 - Understanding the reading
 - Remembering details
 - Making inferences
- Tell the story
- Discussion

- Writing

IV. Source/ media :

Source : Broukal, Milada.2004. What a world amazing stones.Longman

Media : Blackboard, Marker

V. Teaching and Learning Activities :

➤ **Pre Teaching**

- ❖ The teacher opens the classroom activity
Assammualaikum Wr. Wb.Good afternoon student..
- ❖ The teacher ask the students condition
How are you today?

➤ **While Teaching**

- ❖ The teacher asked the student the material this meeting.
- ❖ The teacher dicuss the text of reading and ask one student to read loud.
- ❖ The teacher discussed exercise in vocabulary, words that go together, understanding reading, remembering det making inferences by called student one by one to answer the question.
- ❖ The teacher ask the student prepare five minutes to read.
- ❖ The teacher called one by one student to tell of the story.
- ❖ After retell, the teacher ask the students write six sentences or short paragraph.

➤ **Post Teaching**

- ❖ The teacher ask the students read to the following chapter at home.
- ❖ The teacher closes the classroom activity.

VI. Assesment : Process tell of the story in front of class.

LESSON PLAN
Reading comprehension II
Through Retelling Technique

SUBJECT : Reading Comprehension II
PIC : How Did The Egyptians Make Mummies?
PROGRAM/SEMESTER : English Education/ Second
CLASS : TBI 2 A
LEVEL : 8 (Eighth)
TEACHER : H. Nursamsu, M.Pd

I. General Instructional Objective : Students are able to understand and
a comprehend reading texts.

II. Specific Instructional Objective :

The students are able to :

- Understand of text
- Write the correct vocabulary in the sentences
- Reread the passage
- Make inferences
- Tell the story
- Write six sentences or short paragraph related to the story given

III. Instructional Material :

- Understanding of text How Did The Egyptians Make Mummies?
 - Vocabulary
 - Meaning
 - Words that go together
 - Use complete sentences
 - Comprehension
 - Understanding the reading
 - Remembering details
 - Making inferences
 - Tell the story
 - Discussion

- Writing

IV. Source/ media :

Source : Broukal, Milada.2004. What a world amazing stones.Longman

Media : Blackboard, Marker

V. Teaching and Learning Activities :

➤ **Pre Teaching**

- ❖ The teacher opens the classroom activity
Assammualaikum Wr. Wb.Good afternoon student..
- ❖ The teacher ask the students condition
How are you today?

❖ **While Teaching**

- ❖ The teacher asked the student the material this meeting.
- ❖ The teacher dicuss the text of reading and ask seven student to read loud but one paragraph.
- ❖ The teacher discussed exercise in vocabulary, words that go together, understanding reading, remembering det making inferences by called student one by one to answer the question.
- ❖ The teacher ask the student take one paper and tell of the story with write.

➤ **Post Teaching**

- ❖ The teacher ask the students duty at home.
- ❖ The teacher closes the classroom activity.

VI. Assesment : Process tell of story with summarize in front of class.

LESSON Of PLAN
Reading comprehension II
Through Retelling Technique

SUBJECT : Reading Comprehension II
PIC : How Did The Egyptians Make Mumimies?
PROGRAM/SEMESTER : English Education/ Second
COURSE : TBI 2 A
LEVEL : 8 (Eighth)
TEACHER : H. Nursamsu, M.p.d

1. General Instructional Objective : Students are able to understand and
comprehend a text reading.

2. Specific Instructional Objective :

The students are able to :

- Understanding of text
- Write the correct vocabulary in the sentences
- Reread the passage
- Making inferences
- Tell the story
- Write six sentences or short paragraph

X. Instructional Material :

- Understanding of text
- Vocabulary
 - Meaning
 - Words that go together
 - Use complete sentences
- Comprehension
 - Understanding the reading

- Remembering details
- Making inferences
- Tell the story
- Discussion
- Writing

X. Teaching and Learning Activities :

➤ **Pre Teaching**

- ❖ The teacher opens the classroom activity
Assammualaikum Wr. Wb. Good afternoon student..
- ❖ The teacher ask the students condition
How are you today?

❖ **While Teaching**

- ❖ The teacher asked the student the material this meeting.
- ❖ The teacher dicuss the text of reading and ask seven student to read loud but one paragraph.
- ❖ The teacher discussed exercise in vocabulary, words that go together, understanding reading, remembering det making inferences by called student one by one to answer the question.
- ❖ The teacher ask the student take one paper and tell of the story with write.

➤ **Post Teaching**

- ❖ The teacher ask the students duty at home.
- ❖ The teacher closes the classroom activity.

XI. Assesment : Process tell of story with summarize in front of class.

Index 8 Sample of fieldnotes

May 11, 2011

Galuh Rizki Setyawati

10.30 a.m. to 12. a.m.

23-English Departement

State College For Islamic Studies of Tulungagung

1st Set of Notes

THE FIRST MEETING OF READING COMPREHENSION CLASS

Five minutes before the class began, I had arrived at the PLPT office. I was dressed as usual: black trousers, red blouse and red veil. Twenty minutes later, Mr. Samsu, the lecturer of Reading Comprehension II arrived. I smiled to him and we both walked into the room of 23 where the class of Reading Comprehension II was conducted.

O.C : I tried to behave good manner on this day : coming on time and trying to be well dressed, but the teacher was late.

It was the six meeting of the Reading class but this meeting was the first my observation. There were 30 students together, three boys and twenty seven girls. They were second semester student's of the English Departement at State College for Islamic Studies of Tulungagung.

I was sat in back and my beside one boy, he is name Arif. The teacher began the study and opened chapter six, the title by "What Is The Royal Flying Doctor Service?" (*the text can see appendix 3*). And the teacher ask the main idea of the story to student's. After that, The teacher called one of student to read loud of the story in the front of. He was boy and his name Arif. The other students were listened him.

O.C : Arif was funny student and I like performance of arif.

After read loud, Furthermore vocabulary, words that go together, understanding reading, remembering details, making differences and it form was multiple choice, fill the blank, true or false. For answer the question, the teacher called one by one.

lents. Furthermore, the last this meeting was retell the story. The teacher given the students five minutes to read and understand the story and the student's was scream.

O.C : Like what usually happens on retell, the student's prepared their self to retell but I looked they very enjoy and was prepared.

Five minutes later, The teacher called the student's by random. And the first was boy and the second was girl. The name was Nisak and Nisak. This day only two students to retell because the time was twelve o'clock. The student's retell's :

I want to retell about what is the royal flying doctor?. Most people in Australian live in cities on the coast. Very few people live in the huge middle area, and houses are far away from each other. But, in the past when people in The Outback had an accident or got sick, there were no doctors to take care them. And today people in the Outback can call a special minutes out a minister, reverend John Flynn, started the Flying Doctor Service in the 1920s. And he travel by truck through central and northern Australia for his church. Many times he saw people die because there was no doctor near He through. The flying doctor service began in May 1928. The service was a great success and Flynn was very happy. In the first year, doctor made fifty flights. They flew 18.000 miles, helped 225 people, and saved 4 lives. Flynn now wanted the Service to be in all parts of the Outback. His church did not have enough money for this plan, so the different states in Australia agreed help. 's, Today there are 3,000 medical kits, 22 hospital, and 40 Royal Flying Doctor Service airplanes. Each year, the service serves about 197,000 people. Ok, I think is enough thank you.

O.C : They were retell used their language not same in the story language. They sometimes forget the vocab in the story so they used their language, Don't forget their expression in retell can help they tell a story and remember a story.

At last, before saying good-bye to the student's, Mr. Samsu given conclusion of two students that retell. He said that it was paraphrasing. And don't forget, Mr. Samsu remembered they to study at home for retell the next week.

O.C : I thought the class was interested, interactive, and enjoyed. I feel quite comfortable in this class and the student's were very friendly with me.

Appendix 9

May 18, 2011
Galuh Rizki Setyawati
10.30 a.m. to 12. A.m.
23-English Departement
State College For Islamic Studies of Tulungagung
2st Set of Notes

THE SECOND MEETING OF READING COMPREHENSION CLASS

Five minutes before the class began, I had arrived at the PLPT office. Then, I walked into the room of 23 and I met the student's of Mr. Samsu. They smiled with me. I talked with them and got that much closer with them. Five minutes later, Mr. Samsu, the lecture of Reading Comprehension II arrived.

O.C : The students were very happy with me. They were very kind with me.

It was the seven meeting of the Reading class. Before the study begun, the teacher arranged sit his student's. And then, the teacher asked the student's Retell story about the last story is "What Is The Royal Flying Doctor Service?" (*The text can be found in Appendix 3*). The teacher usually called the student's with random. In this day two section for retell. The first section was student's. After retell the teacher discussion, writing, spelling and punctuation order that The student's did not bored.

O.C : There six student's was retell and very full expression. They are Endah, Ninis, Kiki, Laila, Emi, Yunita and Kiki. Kiki was not remembered the story. Finally, she must stand up in front of until she remembered of the story and after she was ready who must continued her retell.

After discussed back to retell and this second section Mr. Samsu called ten student's. They are eight girls and two boy. They also used their expressions for remember the story.

O.C : When the students retell with used their expressions. The fact, their expressions can help remain the story and ed with nervous. I saw this retelling made the class very enjoy.

At last, before saying good-bye to the students, Mr. Samsu given conclusion that retell. He said that it was paraphrasir ause the student's used their idea. And don't forget, Mr. Samsu asked the student's make a summary about the next erial.

endix 10

May 20, 2011

Galuh Rizki Setyawati

07.30 a.m. to 08.45 a.m.

Laboratory 2 - English Departement

State College For Islamic Studies of Tulungagung

3st Set of Notes

E THIRD MEETING OF READING COMPREHENSION CLASS

Five minutes before the class began, I had arrived at the PLPT office. Then, I walked into the laboratory of 2 and this ting was reading practice. Five minutes later, Mr. Samsu, the lecture of Reading Comprehension II arrived.

The meeting was reading practice. This activity same with class reading but different. Before the study begun, the stude : prepared for retell. The first, read loud the teacher read after that the student's repeat. The title is " A cold welcome"(*th can see in appendix 6*) . After read loud, like what usually retell one by one. In practice, All of the student's must retell meeting.

O.C : Difference practice reading and class reading is situation. In class practice very enjoy and the story more shorter than class reading. And in class practice, all of the students must retell in this meeting. If they were not followed this meeting so that they must retell two stories in the next meeting.

When I attended their classes they always used a jacket. And sometimes I was not there to retell because their voice was very noisy and the class very crowded. The last one student retell because she was late. Mr. Samsu asked her after retelling to read the next story and the other listen her, the title of the story is "Not for Jazz" .

At last, before saying good-bye to the students, Mr. Samsu given conclusion that story. And don't forget, Mr. Samsu as a student's read about " Not for Jazz".

Appendix 11

May 25, 2011

Galuh Rizki Setyawati

10.30 a.m. to 12. a.m.

23-English Departement

State College For Islamic Studies of Tulungagung

4st Set of Notes

THE FOURTH MEETING OF READING COMPREHENSION CLASS

Five minutes before the class began, I had arrived at the PLPT office. Then, I walked into the room of 23 and I met the parents of Mr. Samsu. They smiled with me. I looked they make a summary of How did the Egyptians make mummies ?(*can see in appendix 4*) as story this meeting. Five minutes later, Mr. Samsu, the lecture of Reading Comprehension II arrived.

O.C : The students were remembered the story before class begun.

It was the eighth meeting of the Reading class. Before the study begun, the teacher arranged sit his students. And then , the teacher asked the students read loud the story about the next story is “How did the Egyptians make mummies ?”.

In read loud the teacher used colabarate reading, seven paragraph read seven students but read in chair. The other students listened and corected if there pronouncitation is wrong.

O.C : The colabarate reading is very good because other the students must listen and read.

After read loud, back to the activity usually is do vocabulary, words that go together, remembering details, making references, the teacher usually called one by one. After that, the teacher asked the student's get one piece paper and write summary of the story and given twenty minutes. After summarized, the next discussion, spelling and punctuation together.

O.C : This meeting was not retell orally but retell of the story with written. It called summarized (*the summary can see in appendix 17- 37*). Twenty minutes again the teacher walked the student and took the paper. The student's was screa when the paper was took because no fishnised yet.

At last, before saying good-bye to the students. And don't forget, Mr. Samsu asked the student's read at home about the material.

O.C : This day was class very quite and enjoyed. I was very happy.

Appendix 12

May 27, 2011

Galuh Rizki Setyawati

07.30 a.m. to 08.45 a.m.

Laboratory 2 - English Departement

State College For Islamic Studies of Tulungagung

5st Set of Notes

THE FIFTH MEETING OF READING COMPREHENSION CLASS

Five minutes before the class began, I had arrived at the PLPT office. Then, I walked into the laboratory of 2 and this morning was reading practice. Five minutes later, Mr. Samsu, the lecturer of Reading Comprehension II arrived.

The story is "Not for jazz" (the text can be seen in appendix 7). Because of the story read together in the last Friday, this morning was for retelling. Before retelling the students were surprised because Mr. Samsu called two students to retell together. The students collaboratively retell.

O.C : The students were very nervous when they retell together. Mr. Samsu always had surprised in the teaching reading.

The last, one student to retell. After retelling finished the teacher explained the next material and the teacher read aloud of the story the student repeated again. The teacher asked the student to tell about the things produced, e.g. "the bag was made in Surabaya in 1998". One by one the students tell it. After that back to story.

At last, before saying good-bye to the students, Mr. Samsu given conclusion that story. And don't forget, Mr. Samsu and the student's read the next material.

pendix 13

June 01, 2011

Galuh Rizki Setyawati

10.30 a.m. to 12. a.m.

23-English Departement

State College For Islamic Studies of Tulungagung

6st Set of Notes

E SIXTH MEETING OF READING COMPREHENSION CLASS

Five minutes before the class began, I had arrived at the PLPT office. Then, I walked into the room of 23 and I met the principal of Mr. Samsu. Five minutes later, Mr. Samsu, the lecturer of Reading Comprehension II arrived.

It was the ninth meeting of the Reading class but the last meeting for me. Before the study begun, the teacher arranged the students so made the class very clean and comfortable. And then, the teacher began the study the material is "Why is Literature important? (*the text can see in appendix 5*)". The activity in reading class like usual the teacher conducted. The first I read loud, vocabulary, words that go together, remembering detail, making inferences, discussion, spelling and punctuation.

O.C : This day is full laugh because the teacher always cracked jokes so the students was not bored. This meeting was not retell of the story. And this meeting stressed in vocabulary, spelling and punctuation.

At last, before saying good-bye to the students, Mr. Samsu given duty about the next material and gather the next week.

O.C : I thought the class was very interested and I very enjoyed in this class because they was regard as their family.

Interview Guide

Interview dilaksanakan untuk memperoleh data tambahan yang nantinya akan mendukung data utama penelitian kelas ini. Interview diterapkan kepada Dosen pengajar Reading comprehension II dan mahasiswa semester II program studi pendidikan Bahasa Inggris di STAIN Tulungagung. Adapun pertanyaan –pertanyaan sebagai berikut :

a. Interview kepada Dosen

1. Mengapa anda memilih retelling tehnik dalam mengajar Reading Comprehension II?
2. Bagaimana anda menerapkan retelling tehnik dalam mengajar Reading Comprehension II?
3. Bagaimana persiapan materi anda sebelum mengajar Reading Comprehension II dengan menggunakan retelling tehnik?
4. Apa masalah yang anda hadapi dalam mengajar Reading Comprehension II dengan menggunakan retelling tehnik?

b. Interview kepada Mahasiswa

1. Menurut saudara, apakah tehnik retelling yang digunakan oleh Dosen dalam mengajar Reading sudah tepat?
2. Dengan menggunakan tehnik retelling, apakah itu membantu anda dalam reading?
3. Selama melakukan retelling didalam reading, kesulitan – kesulitan apa saja yang hadapi?
4. Kegiatan belajar mengajar apa yang dilakukan dalam kelas reading II?
5. Apakah anda bisa menebak apa persiapan atau apa yang akan dilakukan pak samsu didalam kelas? Dan apakah diberi cross outline oleh mr.samsu?

endix 15

erview 1

orman : Pak H. Nursamsu, M.Pd

tanggal : 13 Mei 2011
waktu : 20.00-21.00
tempat : Rumah pak samsu

1. Pak Samsu : Ada empat alasan saya memilih retelling tehnik

- a. Saya melihat bahwa penampilan individu dalam reading dengan mengamati mahasiswa mempunyai motivasi sehingga pada saat belajar reading cenderung pasif, cenderung menunggu jawaban soal yang diberikan oleh dosen.
- b. Dengan menggunakan metode retelling mahasiswa bisa mempersiapkan dulu sehingga ketika mereka sudah berada dikelas mereka sudah siap. Karena pada saat retell saya selalu memanggil secara random.
- c. Pada saat menjawab pertanyaan mahasiswa cenderung mengutip kalimat dari teks tanpa memahami isi dari teks tersebut, banyak kalimat yang tidak sesuai dengan pertanyaan.
- d. Kemampuan speaking mahasiswa sangat rendah, dalam retell ini bisa membantu mereka juga dalam speaking. Bukan berarti dan sangat tidak mungkin memecahkan skill dan menghilangkan aktualisasi karena dalam reading juga mempengaruhi speaking, listening, dan written.

Dari keempat alasan ini saya memilih metode retelling karena metode ini memang sangat ampuh sekali dan bagus untuk membentuk language creativity mahasiswa.

2. Pak Samsu : “Materi kesiapan : Rencana perkuliahan tiap meeting dan silabus. Isi silabus berisi competence, indicator, instructional material, learning method, evaluation, time allotment dan reference (bisa dilihat di appendix) dan rencana pembelajaran terdiri dari general instructional objective, specific objective, learning material, teaching and learning activities, assesment. Buku reading comprehension II terdiri dari beberapa activities yaitu understanding reading, vocabulary, complete sentences, remembering details, making inferences, tell the story, discussion, summarizing , spelling and punctuation.

3. Pak syamsu : Ada fase-fase dalam retelling

1. Reading loud sering dilakukan sebelum retelling selain itu untuk mendeteksi pronunciation mahasiswa.

2. Vocabulary. Dengan vocabulary ini mahasiswa bisa familiar dengan vocab yang diucapkan dan digunakan. Dengan vocabulary ini mempermudah mereka untuk retell karena mereka sudah familiar dengan vocab yang akan mereka gunakan.
3. Words that go together
Words that go together ini adalah penggunaan ide, penggunaan kata yang dipakai bersama-sama timbul makna baru dan aslinya. Dengan menggunakan ini untuk memperkaya kosakata seseorang dan idiom location
4. Remembering details
Untuk mengingat informasi – informasi yang spesifik, untuk menggunakan vocab dalam konteks bacaan.
5. Making inferences
Making inferences adalah informasi yang berupa fakta. Mahasiswa diminta bisa membedakan fakta dan mampu memahami kata tersirat maupun tersurat.
6. Retelling story
Mahasiswa diminta menceritakan kembali cerita yang sudah mereka baca di depan kelas. Dalam retelling ini mereka bisa menggunakan language kreatif dan ide-ide mereka. Didalam retelling ini kebanyakan mahasiswa hanya berada dalam tahap paraphrasing yaitu menggunakan bahasa mereka sendiri, ide mereka sendiri tidak keseluruhan sama dengan cerita.
7. Discussing
Didalam discussing ini mahasiswa mendiskusikan teks yang sudah mereka ceritakan kembali dengan teman mereka atau dosen berkaitan dengan isi teks.
8. Writing
Setelah mereka selesai, mereka wajib summarising atau menulis kembali beberapa kalimat dengan apa yang mereka ceritakan.
9. Spelling and punctuation
Ini adalah rules dari bahasa. Spelling berkaitan dengan retelling, punctuation berkaitan dengan activity.

4. Pak Samsu :

- Retelling ini akan sangat tertekan bagi mahasiswa yang malas dalam membaca.
- Dilihat dalam jangka pendek, mahasiswa sangat senang, semangat dan sangat serius dalam retell story ini.

- Didalam autentic assesementnya, dalam menilai product ada dua evaluasi yaitu ingualsi assesement dan tes. Dalam ingualsi assesement yaitu motivasi perilaku mereka dalam retell.

Interview 2

Informan : Kiki (student)

Tanggal : 27 Mei 2011

Waktu : 09.00-10.00

Lokasi : Gazebo PLPT

1. Menurutku sudah tepat. Karena cara mengajar pak samsu santai walaupun saya sering sekali berdiri didepan karena saya gak hafal dan saya berdiri didepan sampai saya hafal tapi itu sangat menyenangkan. Pak samsu g pernah disvorses dan memaksa saya.
2. I think so. Sangat membantu sekali karena sebelum kita retell otomatis kita kan membaca, memahami setelah menceritakan kembali.
3. Kesulitannya ya dimemorize, apalagi kalau vocab yang sulit sehingga membuat kita tidak hafal.
4. Seperti biasa sebelum retell adalah membaca keras, mendiskusikan arti vocabulary, making inferences, remembering details, spelling dan punctuation, summarizing dan yang terakhir kuis yaitu retelling membuat nervous tetapi sangat menarik.
5. Saya tidak tau. Di setiap pertemuan pak samsu selau mengejutkan sehingga kita tidak bisa menebak apa yang beliau lakukan.

Interview 3

Interviewee : Amirotnun (student)

Date : 27 Mei 2011

Time : 09.00-10.00

Location : Gazebo PLPT

1. Absolutely tepat, sedikit banyak membantu kita mengingat pelajaran yang dulu tapi dengan retell membuat saya menjadi sangat rileks dan kelas yang sangat santai
2. Otomatis sangat membantu.
3. Kesulitannya di memorize, vocabulary.
4. Jelas pertama membaca, memahami text, making inferences, remembering details, summarizing and retell.
5. Saya tidak tau. Di setiap pertemuan pak samsu selalu mengejutkan sehingga kita tidak bisa menebak apa yang beliau lakukan.

Interview 4

Interviewee : Yunitasari (student)

Date : 27 Mei 2011

Time : 09.00-10.00

Location : Gazebo PLPT

1. Iya tepat, karena dengan retell kita bisa selain speaking dan mengingat bacaan dari reading.
2. Membantu sekali.
3. Kesulitannya menghafal, vocabulary yang kita tidak ketahui.
4. Cocok dalam buku seperti memahami text, vocabulary, mengerjakan soal-soal, remembering details, making inferences, summarizing dan retell of story.

5. Kita tidak pernah diberi cross outline tetapi dalam pertemuan awal guru menjelaskan apa yang akan kita kerjakan.

Review 5

Orman : Binti (student)

anggal : 27 Mei 2011

Waktu : 09.00-10.00

Lokasi : Gazebo PLPT

1. Sudah tepat. Suatu teknik pasti mempunyai kekurangan dan kelebihan.
2. Iya membantu karena kita berulang ulang membaca sehingga kita hafal dan mampu memahami.
3. Kesulitannya di memorize, karena sudah full jadi agak susah sekali mengingat.
4. Jelas pertama membaca, memahami cerita, mengerjakan summarizing dan retelling.
5. Kita tidak pernah diberi cross outline tetapi dalam pertemuan awal guru menjelaskan apa yang akan kita kerjakan.

Review 6

Orman : Agustin (student)

anggal : 27 Mei 2011

Waktu : 09.00-10.00

Lokasi : Gazebo PLPT

1. Sudah tepat. Karena kita bisa memahami bacaan.
2. Otomatis sangat membantu.
3. Kesulitannya di memorize, vocabulary.
4. Pak syamsu selalu menunjuk satu atau dua orang untuk membaca keras dan bersama setelah itu menjawab exercise vocabulary, making inferences, summarizing dan tidak lupa retelling.
5. Kita tidak tau, pastinya kita harus retelling. Dalam setiap pertemuan pak samsu selalu mengejutkan.

Review 7

Orman : Isriana (student)

anggal : 27 Mei 2011

Waktu : 09.00-10.00

Tempat : Gazebo PLPT

1. Alhamdulillah sudah tepat tapi dalam retell agak kurang serius.
2. Cukup membantu.
3. Kesulitannya jika ditempat sendiri sudah hafal tapi jika didepan kita menjadi nervous jadi hafalan kita hilang, kadang vocabnya terlalu sulit sehingga kita menggunakan vocab sendiri.
4. Jelas pertama membaca, retell sometimes write down, juga summarizing.
5. Saya tidak tau. Di setiap pertemuan pak samsu selalu mengejutkan sehingga kita tidak bisa menebak apa yang beliau lakukan.

Review 8

Orman : Ghozic (student)

anggal : 27 Mei 2011

Waktu : 12.00 - 12.30

Tempat : Ruang 23

1. Saya sependapat dengan faizah bahwa kurang tepat seharusnya retelling digunakan dalam metode mengajar speaking itu sangat tepat. Kalau reading kan lebih belajar ke teks terkait dengan main idea, topic dari teks. Tapi menurutku juga dibuat kayak gitu gak pa2 juga meski gak dapat readingnya tapi malah dapat speakingnya. Tapi memang dimodulnya sudah dibuat seperti itu ya tepat tepat aja.
2. Sebenarnya membantu juga dalam memahami isi dari teks. Kami saja yang kurang tau sebenarnya kan dalam retell itu mengambil dari main idea dari paragraf itu itu sebenarnya sudah tujuan reading dan pembelajaran reading setelah itu menceritakan kembali. Tapi karena kami ini gak paham dan tidak juga dijelaskan.
3. Gak ada kesulitan karena kita gak dikasih pagar dimana batasan kita harus retell. Kalau kita bekum membaca sulit. Mungkin penggabungan kata atau frasa yang belum kita ketahui.
4. Ya membaca, sebelum retelling, kita read loud, mendiskusikan vocabulary, making inferences, remembering detail kemudian summarizing.

5. Ya, Pak samsu selalu mempersiapkan itu. Salah satu persiapan adalah modul, dalam buku sudah dijelaskan a yang akan kita lakukan. Pada pertemuan pertama pak. Samsu menjelaskan bahwa kita harus memahami reac dengan reading loyd, menjawab soal-soal satu persatu dan terakhir kita harus retell didepan kelas.

review 9

orman : Faizah (student)

ggal : 01 Juni 2011

i : 12.00 - 12.30

asi : Ruang 23

1. Kurang tepat. Karena reading itu kan biasanya membahas untuk text reading sedangkan retelling mencakup speakingnya bisa melatih kita ngomong. Dan kalau untuk reading lebih berkenaan ke pronounciationnya ya harus diperhatikan tapi semua skill juga mencakup dalam retell itu.
2. Sedikit untuk memahami teks lalu menjawab soal-soalSebenarnya membantu juga dalam memahami isi dari teks.
3. Gak ada kesulitan karena kita cuma hanya dikasih waktu 5 menit setelah itu retell apa lagi yang mau diomon siap gak siap ya maju tapi kita sudah persiapan dari rumah karena pak samsu menyuruh kita mempersiapkan dirumah.
4. Pak syamsu selalu menunjuk satu atau dua orang untuk membaca keras dan bersama setelah itu menjawab exercise vocabulary, making inferences, summarizing dan tidak lupa retelling.
5. Ya, Pak samsu selalu mempersiapkan itu. Salah satu persiapan adalah modul, dalam buku sudah dijelaskan a yang akan kita lakukan. Pada pertemuan pertama pak. Samsu menjelaskan bahwa kita harus memahami reac dengan reading loyd, menjawab soal-soal satu persatu dan terakhir kita harus retell didepan kelas.

review 10

orman : Ngainun Nisak (student)

ggal : 01 Juni 2011

i : 12.00 - 12.30

asi : Ruang 23

1. Menurutku setengah setengah agak setuju agak tidak. Setujunya karena membuat kelas enjoy dan tidak setujunya ketika kita disuruh retell kedepan.
2. Sebenarnya membantu juga dalam memahami isi dari teks.
3. Gak ada kesulitan kalau kita sudah membaca dan kadang mengatasi nervous ketika maju kedepan.
4. Pertama selalu read loud untuk memahami text, sebelum retell mendiskusikan exercise-exercise setelah itu read dan summarizing.
5. Sama dengan faizah Pak samsu selalu mempersiapkan itu. Salah satu persiapan adalah modul, dalam buku sudah dijelaskan apa yang akan kita lakukan. Pada pertemuan pertama pak. Samsu menjelaskan bahwa kita harus memahami reading dengan reading loud, menjawab soal-soal satu persatu dan terakhir kita harus retell kedepan kelas.

Review 11

Orman : Luthfi (student)

Tanggal : 01 Juni 2011

Waktu : 12.00-12.30

Tempat : Ruang 23

1. Pendapatnya mas ghazic itu juga ada benarnya meskipun retell itu untuk speaking. Tapi ada manfaatnya juga sedikit banyak mereka bisa hafal pronounciationnya dan grammarnya dilafalkan dalam retell itu. Kan retell adalah menceritakan kembali suatu cerita dalam bentuk lampau.
2. Membantu juga karena dengan retell ini kita mampu memahami isi dari teks.
3. Gak ada kesulitan karena kita gak dikasih pagar dimana batasan kita harus retell. Kalau kita bekum membaca sulit. Kesulitannya kalau belum membaca.
4. Pertama selalu read loud untuk memahami text, sebelum retell mendiskusikan exercise-exercise setelah itu read dan summarizing.
5. Saya setuju dengan faizah Pak samsu selalu mempersiapkan itu. Salah satu persiapan adalah modul, dalam buku sudah dijelaskan apa yang akan kita lakukan. Pada pertemuan pertama pak. Samsu menjelaskan bahwa kita harus memahami reading dengan reading loud, menjawab soal-soal satu persatu dan terakhir kita harus retell kedepan kelas.

CERTIFICATE OF AUTHORSHIP

ne : Galuh Rizki Setyawati

number : 3213073053

lress : Ds. Ringinpitu, Kec. Ringinsari – TULUNGAGUNG.

Certify that the thesis which I wrote to fulfill the requirement for Islamic education degree entitled “A Study on Teaching Comprehension by Using Retelling Technique in The Second Semester Students Of English Education Program at STAIN Tulungagung” is truly my original work. It does not incorporate any material previously written or published by another person, except those indicate in quotation and bibliography. Due this fact, I’m the person who take responsible for the thesis is any objections or claim for others.

Tulungagung, July 2011
Who make the statement

Galuh Rizki Setyawati
NIM. 3213073053

CURRICULUM VITAE

Full Name	: Galuh Rizki Setyawati
Place & Date of Birth	: Kendari, 11 th of June 1989
Address	: Ds. Ringinpitu, Kec. Kedungwaru, Tulungagung
Gender	: Women
Current Majors/Study Program	: Tarbiyah/English education Program

1 : 3213073053

Education History :

1. Graduated from Kinden Garden at TK WIJAYA in 1995
2. Graduated from Elementary school at SD KEPATIHAN O3/O4
in 2001
3. Graduated from Junior High school at SMPN 3 KEDUNGWARU in 2004
4. Graduated from Senior High School at SMK PGRI TULUNGAGUNG in 2007
5. Graduated from STAIN Tulungagung in 2011



DEPARTEMEN AGAMA

**SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) TULUNGAGUNG**

Jl. Mayor Sujadi Timur 46 Telp. (0355) 321513, 321656 Fax. (0355) 321656
Tulungagung – Jatim 66221

KARTU BIMBINGAN

MA	:	<u>GALUH RIZKI SETYAWATI</u>
M	:	<u>3213073053</u>
RUSAN	:	<u>TARBIYAH</u>
PROGRAM STUDI	:	<u>PENDIDIKAN BAHASA INGGRIS</u>
KESEN PEMBIMBING	:	<u>NANIK SRI RAHAYU, M.Pd</u>

JUDUL SKRIPSI : *A Study on Teaching Reading Comprehension by Using Retelling Technique in Second Semester Students of English Education Program at STAIN Tulungagung*

Tanggal	Materi/Masalah	Pembimbing	Tanda Tangan
23 Maret 2011	Seminar Proposal	Nanik Sri Rahayu, M.Pd	
09 April 2011	Penagajuan BAB I	Nanik Sri Rahayu, M.Pd	
16 April 2011	Revisi BAB I	Nanik Sri Rahayu, M.Pd	
23 April 2011	Pengajuan BAB II dan III	Nanik Sri Rahayu, M.Pd	
07 Mei 2011	Revisi BAB II dan III	Nanik Sri Rahayu, M.Pd	
28 Mei 2011	Pengajuan BAB IV dan V	Nanik Sri Rahayu, M.Pd	
26 Juni 2011	Revisi BAB I,II,III,IV dan V	Nanik Sri Rahayu, M.Pd	
02 Juli 2011	ACC Keseluruhan	Nanik Sri Rahayu, M.Pd	

atan : Pada waktu bimbingan **Kartu** harus dibawa untuk diisi oleh Pembimbing.

Mengetahui
Ketua Jurusan

Dosen Pembimbing

Abd. Aziz. M.Pd.I
NIP.197206012000031002

NANIK SRI RAHAYU, MPd
NIP. 197507072003122002

j. Informant : Faizah (students)

Faizah said : “hemmm.....Mr. Samsu always prepare material every meeting. One of the preparation is module reading, the module reading was explained what we will do. And at the first meeting

Mr. Samsu was explained that the first we must understand reading with reading loud,answer the exercise one by one and the last we must retell of the story in the front of. (interview with faizah, 1 june 2011).”

k. Informant : Kiki (students)

Kiki said : “ I don’t know. In every meeting Mr. Samsu always surprised so we don’t guess what the teacher c
interview with kiki, 27 may 2011).”

l. Informant : Amirotnun (students)

Amirotnun said : “ I same with Kiki, we don’t know but absolutely we must retell. In every meeting Mr. Sa
always surprised so we don’t guess what the teacher do. (interview with amirotnun, 27 may 2011).”

m. Informant : Yunitasari (students)

Yunitasari said : “We never give cross outline but in the first meeting the teacher explain what we do in c
reading. (interview with yunitasari, 27 may 2011).”

n. Informant : Binti (students)

Binti said : “We never give cross outline but the first meeting the teacher explain what we do in class reading, interview with binti, 27 may 2011)”

o. Informant : Agustin (students)

Agustin said : “We don’t know but may simply we must retell. In every meeting Mr. Samsu always surprise we don’t guess what the teacher do. (interview with agustin, 27 may 2011).”

p. Informant : Isriana (students)

Isriana said : “ I think, we must retell. In every meeting Mr. Samsu always surprised so we don’t guess what teacher do. (interview with isriana, 27 may 2011).”

q. Informant : Ghozic (students)

Ghozic said : “Yeahh, Mr.Samsu was prepared it. One of the preparation is module reading, in book explained what we will do. And at the first meeting Mr. Samsu was explained that the first we must understand reading with reading loud, answer the exercise one by one and the last we must retell of the story in the front class. (interview with Ghozic, 1 june 2011).”

r. Informant : Luthfi (students)

Luthfi said : “I agree with f aizah, Mr. Samsu always prepare material every meeting. One of the preparation module reading, in book was explained what we do. And at the first meeting Mr. Samsu was explained that first we must understand reading with reading loud, we pointed one by one to answer the exercise and the last must retell based on the story one by one in front of. (interview with luthfi, 1 June 2011).”

s. Informant : Ngainun nisak (students)

Ngainun nisak said : “ I agree with faizah, hee Mr. Samsu always prepare material every meeting. One of preparation is module reading, the module reading was explained what we do. And at the first meeting Mr. Sa was explained that the first we must understand reading with reading loud, answer the exercise one by one and last we must retell of the story one by one in front of class. (interview with nisak, 1 June 2011).”

