

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

In reading comprehension, the reader can be said success in understanding the content of the text when the readers get knowledge or information from the text. The readers can answer the questions about it, even can retell it by their own words.

Finnochiaro & Bonomo (1973:119) in Tarigan (2008:9) says that reading comprehension is bringing meaning to and getting meaning from printed or written material. There are active process in reading comprehension such as the readers try to understand the ideas of the author and trying to absorb the information in it. In other words, reading also has multi process, there are: inferring, identifying the difficult words, identifying the main idea, understanding the content of the text and remembering it.

Royer (2000) in Yeliatri (2009) states reading comprehension is an active thinking process in mind to comprehend and understand the message or content of the text that the students have read. It also can be means that reading is regarded as complex activities, such as knowing each symbol and analyzing the words into meaning. Besides that, Hill (2011:61) also says that reading comprehension is an acquired skill that is focused on the understanding of input.

Rumelhart in Leu & Kinzer (1987:9) says that reading is the process of understanding written language. Reading is very essential aspect in study and it also can be said that reading is the key of the successes in studying. If the students spend a lot of time to re-read the material, they will remember more the material. Besides that, the students can answer the comprehension questions easily.

Furthermore, The National Panel (2010:2) states reading comprehension is an active process between a reader and a text, a process that is both “intentional and thoughtful”. Because of that reason, there are many ways that the students demonstrate their understanding of the text such as retelling.

Reading gives big influence in learning process. If the students have high frequently in reading, they will recall the material easily. Moreover, if they are lazy in reading, they will have difficulty in making progress. The person who poor of reading they will lack of good information and input, at the end they know nothing.

Overall, it can be said that the most important in reading comprehension is understand well the content of the text. Reading helps many people to enrich their knowledge, information and other good inputs. Reading is great way to make good input in our minds and can be the key for our success in study, so that in teaching reading the teacher should make sure that all of the important components in reading that has been planned should be achieved.

2. The Importance of Reading Comprehension

Reading has become an important part in our life because by reading we can surf the world without going anywhere. Actually, people have their own way in describing the importance of reading. Furthermore, the importance of reading also will differ based on the readers choose the text and knowing its aim.

Furthermore, Budi (2011:4) states, by reading we can get knowledge and can be a factor that determines our success in studying. Besides that, by reading, the reader can see all of the world that he has not never dreamt, going to the remote areas that he has never imagined, seeing people he has never met, living in extreme weather he has never experienced, doing many other extraordinary things he has never done before and getting many experiences without spending much money. Reading really will help the students to expand their knowledge.

Nation et, al. (2010:2) students with poor comprehension are poor at making inferences and integrating text information. Reading especially in learning foreign language becomes important role of four skills which should be mastered. For this reason, teaching reading should get serious attention that the teacher can accommodate and encourage students to be able master reading skill well.

Finally, it can be conclude that reading is really important to explore knowledge. Since reading becomes one of four skills in learning foreign language, so it is really essential for the teacher to make the

students understand well the content of the printed message or written text. Furthermore, reading also makes the students enlarge and develop their intellectual skill, even the students can memorize the new vocabularies that they have gotten from reading.

3. The Aims of Reading Comprehension

People have different aim in reading. There are some aims that actually make someone does reading activity. Some of them may read in order to gain information, dig up knowledge or just for enjoyment. The aims of reading differ depend on the reader chooses the text to be read. The aim of reading also determines the reader's way in reading comprehension. For example; when someone reads poetry, he does not need to identify main ideas and supporting detail. However, it will be different from someone who reads article or story, the reader should identify the main ideas, supporting detail understand the facts and cause-effects that are presented and also reconstruct the information.

Actually there are many aims of reading, Anderson in Tarigan (2008: 20) explain the aims of reading as follows:

a. Reading for details and facts

Reading for details and facts is the way of reading to know the discoveries that is done by the figure, what had been done by the figure and had happened to the figure etc.

b. Reading for the main ideas

Reading for the main ideas is the way of reading to know the problem, experience, and summarize the things that have been done by the figure.

c. Reading for the sequence and organization

Reading for the sequence and organization is the way of reading to know every part of the story

d. Reading for interference

Reading for the interference is the way of reading to know why the figure did something, what the author means in the story or passage

e. Reading to classify

Reading to classify is the way of reading to find out and to know, unordinary things, what the funny in the story or passage is, and to know whether it is fact or not

f. Reading to evaluate

Reading to evaluate is the way of reading is to know whether the figure success or not and to know the moral message from the story or passage

g. Reading to compare or contest

Reading to compare or contest is to know how the figure is changing, how the figure's life (it is about the comparison between the real life and the story, whether it is same or different) how the two story are the same

In this case, because it is reading class in foreign language lesson, so the aim is to make the students have a good ability in understanding the text. Those are: identify the main ideas, get information of the text, get knowledge from the text and finally can reconstruct meaning by their own words.

4. The Strategies for Reading Comprehension

There are some strategies of reading that can be applied in classroom (Douglas (2000: 18)), as follows:

- a. Identify the purpose of reading.

Efficient reading consists of clearly identifying the purpose of reading, so make sure that the students know what their purpose in reading.

Generally, everyone reads with some kind of purpose in mind, some of them reading are to enjoy themselves or to obtain information of some kind. In this case, the students should be guided what the purpose in their reading is.

- b. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level).

By silent reading, it can helps students to more focus on reading, so they can try to understanding the contents of the text more. Moreover, about relative rapid comprehension the students will have much time to try make summary while find out the meaning of difficult words.

- c. Skim the text for mind ideas.

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming give reader the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas.

d. Scan the text for specific information.

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces information in a text. Scanning exercise may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

e. Use semantic mapping or clustering.

Readers can easily be overwhelmed by long string of ideas or events. The strategy of semantic mapping or grouping ideas into meaningful cluster helps the reader to provide some order to the chaos.

f. Guess when you are not certain.

This can extremely broad category. Learner can guess to their advantage to:

- 1) Guess the meaning of a word.
- 2) Guess a grammatical relationship (e.g., a pronoun references)
- 3) Guess a discourse relationship.
- 4) Infer implied meaning (“between the lines”)

- 5) Guess about a cultural reference.
- 6) Guess content messages.

g. Analyze Vocabulary.

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

- 1) Look for prefixes (co-, inter-, un-, etc) that may gives clues.
- 2) Look for suffixes (-tion, -tive, -ally, etc) that may indicate what part of speech it is.
- 3) Look for roots that are familiar (e.g., intervening may be a words a student does not know, but recognizing the root *ven* comes from Latin ‘to come’ would yield the meaning “to come in between”).
- 4) Look for grammatical contexts that may signal information.
- 5) Look at the semantic context (topic0 for clue.

h. Capitalize on Discourse markers to process relationship.

Many discourse markers in English signal relationship among ideas as expressed to phrases, clauses and sentences. A clear comprehension of such markers can greatly enhance learner’s reading efficiently.

Besides that, there are many steps in reading comprehension that hopefully can help the students in understanding of the text.

Those steps are:

1) Pre-reading

Some example of pre-reading activities includes:

- a. Predicting
- b. inferring
- c. Reading title and section heading
- d. Identifying what prior knowledge one has topics
- e. Learning importance vocabulary word

2) Whilst reading

The example of whilst reading includes:

- a. Re-reading
- b. Questioning
- c. Guessing what will happen next
- d. Asking question
- e. Answering question
- f. Constructing mental pictures
- g. Identifying difficult words
- h. Summarizing what has been read so far

3) Post-reading

Some of example of post reading includes:

- a. Re- reading

- b. Evaluating whether the purpose of reading has got
- c. Confirming prediction
- d. Mind mapping
- e. Summarizing
- f. Retelling
- g. Reflecting
- h. Questioning
- i. Thinking about how the material connect to one own life

B. The Retelling Technique

1. The Definition of the Retelling Technique

The retelling technique has been used as a teaching tool to help the students in understanding what they read. Retelling technique gives an opportunity for the students to express their ideas actively. The students can interpret what the author means by their own word.

Maubin (2003:1) says that retelling technique is a powerful technique for checking understanding. Unlike answering specific questions after reading, retelling requires large reprocessing segments of text thinking of ideas or event and their importance. By retelling, the students involve into learning experiences that is reconstruct meaning of the information in the text based on their understanding (Gambrell, Koskinen, & Kapinus, 1991, p. 356 in Lin, 2010:167).

Lin (2010:167) through such meaning making process, retelling may strengthen the readers' retention of incoming information. By retelling, the students involve in constructing relationship with text information. The students who understand the text should be able to retell the content of the text without looking back to the text again. The students can retell what they got from the text by interpreting and reconstruct the text during and after the students' reading process. After reading the text, the students can explore their ideas by interpreting and reconstruct the text based on their understanding. And then, the students retell in their own unique way.

Above all, the retelling technique really helps the students in understanding the text. As a result, they do not learn that reading just reading. The students can get the moral message from the text if any, give good input for their brain and can develop a general concept of what they have read.

2. The Importance of the Retelling Technique

Retelling is not only for teaching English in speaking skill, but also in reading comprehension. Brown H. Douglas in his book entitled "Teaching by Principle: An Interactive Approach to Language" put retelling as one of strategies for reading comprehension.

Hollowell (2012:1) assumed that retelling is reading skill that demonstrates comprehension. Retelling is the ability to read or listen to a

story then summarize it in paraphrased form. Retelling itself can be oral or written and students can also make drawings.

Lin (2010:165) says that retelling is a technique to tell the content of the text by his own words and orally. Retelling technique can be used as one of techniques to reinforce the students' reading comprehension. Throughout the teacher's retelling, the students will try to infer the meaning. The students will infer the meaning by seeing the teacher's expression, gesture and body movement. Furthermore, listen to the teacher's retelling, the students are able to connect it with their own knowledge. The students will come into the story as if they experience it by themselves, so that it they will imagine it while reconstructing the meaning. As cited by Lapointe (What is Story Telling p:1) retelling stories is a powerful communication tool because they enable listener to make connection between what is said and their own experiences, this help create meaning and can trigger people into action. It is practically impossible to listen to a story passively without having related thoughts, or even more likely emotion.

Furthermore, retelling leads the students to recognize the meaning of the difficult words by intonation, stressing the words or gesture when the teacher are retelling. By knowing those unfamiliar words, the students are helped to retain the memorial the information in the text. And then, the students also can reconstruct meaning from the text by exploring their ideas with their own words. The students can actively interpret what the

author means in the text based on their understanding. Lin (2010:165) states, through retelling the text, learners can engage in meaning reconstruction by generalizing text information, connecting details and referring to personal prior knowledge.

Besides that, according to Lin (2010: 167) retelling can help the students memorize and recall the valuable information from the text in a long time period. There are many benefits that can be got by retelling such as rehearsal students' speaking ability, develop the imagination, express their ideas in retelling by their own words. Furthermore, by asking the students to retell, the students can demonstrate their understanding of the text.

3. Variations of Retelling

Although most retellings are verbal reproduction of what has been read, retelling has variation that possible be implicated in teaching English. The cart below shows that possibility.

Table 1

Variations of Retelling

Mode	The students
Oral to oral	Listen to a selection and retell it orally
Oral to written	Listen to a selection and retell it in writing
Reading to oral	Read a selection and retell it orally

Reading to written	Read a selection and retell it in writing
Viewing to oral	View a film and retell it orally
Viewing to written	Views a film and retell it in writing

(Maryland Public Television: 2003)

4. Procedure of the Retelling Technique for Reading

To collect a data the teacher provides a short reading text to retell

Here, the procedure that is used:

a. Pre-reading

1. Before the teacher delivers the text, the teacher explains activities which will constitute the lesson. This is to make the students understand the purpose in their reading and to give the students awareness of what activities they are going to take part in, what will be expected of them during the lesson and to give them a sense that they are including part in activities that are planned, so that they are not passive.
2. The teacher delivers the text and asking them to read the title at first.
3. As the activity progress, the teacher may ask the students to predict what the text will talk about after they read the title. It make easier to see what information is new to you or you already knew about it. In this section, the teacher may ask them some questions.

For example: the title of the text is “Snow White”

To predict:

a) What does across in your mind when we talk about Snow White?
Is it legend or fairy tale?

b) What is the main problem of the story?

Then, the students may write their prediction in their note. As cited by Greenall (1993: 143) in predicting the text without looking back at the passage, write notes on two options. Then write notes on the argument supporting one option. Next, write notes on the argument supporting the other options. Finally, write notes on what you think that the writer's conclusion is. Now, read he passage again and check that you have accurately expressed the general sense of the passage. After that, join your notes together in connected sentences. Read the passage again and make sure you have left nothing out

4. The students and the teacher read aloud together. Each student can write unfamiliar words in their book. Moreover, the students may use their own technique to solve this problem.
5. The teacher gives retelling for the students. While the teacher retelling, the students listen to it while inferring, guessing the meaning of difficult words that they found, indentifying the main idea and understanding the content of the text.
6. The students infer the text. They may find statements that support their opinions with the author' thought in the passage. If the students find the evidence, they may go.

b. Whist- reading

1. Give the students plenty of time to read and to think about the text by asking the students to read the text silently.
2. Turn the students to works in pairs.
3. The students discuss again the meaning of the difficult words with her or his partner.
4. The teacher confirms the result of the students' discussion about the difficult words, so that they can use them for retelling.
5. After the students infer the text like in pre-reading stage, they may extract the main ideas with her or his partner. In this part, the students can guess by their opinions which of the statements in the paragraph that can give an accurate summary. The students also can look for the sentences that express its main point.

The steps that the students can take in extracting the main ideas

Greenall (1993:210):

- a) Read the passage again and note down the line numbers of the sentences which contain what you consider to be the main ideas of the passage.
- b) Check in your answer with another student. Do you both agree?
- c) The passage make two points: the first one mind described as the superficial reason for writing the passage, the second is more philosophical reflection which is generated by the first.

6. Guided retelling, in this section the teacher may ask the students to determine the key details in advance, such as main characters, characters' goals, setting, theme and plot or teacher may also encourage students with WH-question.
7. Discussing the beginning, the middle and the end of the story or description and identification of descriptive text through question guiding.
8. The students rehearse to retell the text. The students share what they know about their text and trying to reconstruct meaning based on their knowledge and by their own words. Moreover, her or his partner listens carefully what her or his friend has to say about the text by checking the retelling checklist (the expectations for the partner when the other is retelling: listening and looking at the passage while checking whether any missing point refers to the question guiding and the retelling checklist).

c. Post- reading

1. Turn the students into group activity (consist of six students for each group) and come forward for retelling.
2. The students retell what they have known from the text (other students are listening by checking retelling checklist) while the teacher monitoring them.

3. Cut the text into scramble or arrange according to beginning, middle and end.
4. Back to individual activity, the teacher asks the students to answers the comprehension questions by their own words.

5. The Advantages and the Disadvantages of the Retelling technique.

1. The Advantages

- a. Memory is enhanced and attention spans are stretched.
- b. Stimulate students to pay more attention to the lesson.
- c. Provide students good opportunity to explore the language through verbal and nonverbal activities.
- d. Make the students understand reading text more easily
- e. Create English classes more alive and fresher.
- f. Provide practice in reviewing the story or body of information.

2. The Disadvantages

- a. The students are nervous and afraid of making mistake or being laughed at.
- b. The students retell in gasping because they memorize it instead of retell it by their own words.

6. The Implementation of the Retelling Technique on Students' Reading Comprehension

Activities and Strategies

1. The students read the title of the text. Then, the teacher asks the students to guess what will the text tells about.
2. The students and the teacher read aloud together while marking the difficult words according to them.
3. The teacher gives retelling and the students are paying attention and listening to while checking to the retelling checklist. It is to make the students' awareness about how retell in sequence and how to get the point from the text. In this part, the students also are supposed to infer the text, guess the meaning of difficult words that they found, identifying the main idea, understanding the content of the text by seeing and listening to the teacher's expression, gesture, intonation during retelling.
4. The teacher makes conversation with the students. Here, the teacher may ask the students to explore the students' comprehending. For example:
"What happened first?", "what happened next?", "what happened last?".
Then provide time to talk about story elements those are setting, plot, characters.
5. The teacher provides the students plenty of time to think about the text.
6. The students work in pairs to discuss about the main idea and also unfamiliar words. It is to reinforce their opinion about it.

7. The teacher guides the students by questions guiding, it can ask the students to explore the information such as recognize the characters, plot, setting, theme, events, etc. It is also to provide the students to actively express their idea. In this section, the students are asked to reconstruct meaning of information in the text based on their own words. Moreover, provide the students with the opportunity to actively express their idea. With the retelling technique, student directed-learning takes places through reading: learners can actively in interpreting what the author means in the text (Lin:2010)
8. After the students finished the works as above, the students rehearse to retell first based on the information that they have gotten with her or his partner. Her or his partner will check (retelling's checklist) whether she or he got all of the point or not. After a few minutes rehearsing in pairs, then retelling technique begin. One students begin to retell the text with a few sentences, finishing with a lead in such as "and then, next.....", this student may point her or his partner to continue it whether it is in the beginning, middle or end. The next student adds a sentence or two and finishes with a lead into the next students and so forth (Magio, Story Retelling ideas: 1994).

7. How to Decrease the Nervousness while Retelling.

1. Telling the students that the audiences in their group will not understand about what they exactly will talk about because they retell it in their style.

The purpose is promoting the students' self-confidence from being laughed at.

2. Telling the students that the scoring not will be taken by their way in retelling.
3. Telling the students that they have to retell it by their own unique way like they are telling the story for their friends.
4. Telling the students that the teacher will not concern on how they pronounce the words but if there is mistake, the teacher will correct it later.
5. Telling the students to be relax, breathe and play and retell it by your own words based on your experience and also don't memorize it.
6. Telling the students that the teacher will not blame on them, if there is mistake. The purpose is to promote the students' scaring of being mistake. Moreover, the teacher will not ask question about the text, the students just have to retell it based on their understanding of the text.

8. The Student's Retelling Checklist

Student's retelling notes is to help the students to check the students' progress in understanding the content of the text.

a. Retelling: Fiction

Elements checklist in student's retelling

- a) Identified settings: time and place.
- b) Identified the main character.
- c) Told the main character's problem (s).

- d) Included plot details.
- e) Mentioned other characters.
- f) Told how the problem (s) solving.
- g) In retelling, told details in sequence.

Robb (2009:11)

b. Retelling: Non Fiction

- a) Stated topic.
- b) Provided rich facts.
- c) Stated main idea.
- d) Made connection to (self, other topic and issues)
- e) Synthesized information by using own words.
- f) In retelling, told details in sequence.

Robb (2009:12)

C. Basic Assumption

To make the students understand English text easily, it can be helped by retelling technique. Retelling technique is a powerful technique for checking the students' understanding of the text. Retelling will lead the students to read the text effectively; the students will know the purpose of their reading. Rehearsing a lot for retelling also helps the students to memorize new vocabularies. Reading comprehension by retelling technique is really effective because retelling technique asks the students to read the text carefully. By retelling, the students increase their reading way in comprehension the text

and help the students to retain the information of the text in long period. In addition, retelling helps the teacher in identifying the level of students' comprehension of the text.

D. Hypothesis

Sugiyono (2008:96) says that hypothesis is the theoretical answer to the research problem. Based on the basic assumption above the hypothesis of this study; the retelling technique on students' English reading is effective.

